U.S. Army Command and General Staff College

Non-Resident Intermediate Level Education (ILE)

Self-Study

Reserve School ("M") Course
Web-Based ("S") Course

17 September 2007

ATZL-SWA

MEMORANDUM FOR Deputy Director for Military Education, 7000 Joint Staff, Pentagon, Room 2B865, Washington, DC 20318-7000

SUBJECT: U.S. Army Command and General Staff College (CGSC) Non-Resident Intermediate Level Education (ILE) Self-Study

1. This Self-Study complies with the requirements set forth in CJCSI 1800.01C, *Officer Professional Military Education Policy (OPMEP),* 20 Dec 05, for accreditation of CGSC's non-resident Joint Professional Military Education (JPME) Phase I program. This program includes The Army School System (TASS) "M" Course and the Web-based "S" Course.

2. The Self-Study is a result of extensive assessment by CGSC's JPME Phase I non-resident staff and faculty. The Dean of Academics (DOA), with assistance from the School of Advanced distributed Learning (SAdL) – now part of the Command and General Staff School (CGSS) as the Department of Distance Education (DDE) – and the TASS battalions, compiled the Self-Study. The CGSC Accreditation Committee, comprised of representatives of CGSS, DOA, and other organizations involved in the delivery of the "M" and "S" Courses, conducted the final review of the Self-Study and approved its contents.

3. The DDE is an integral part of CGSS in offering ILE to all U.S. Army majors, no matter what branch or component. Because Army majors take the ILE Common Core prior to a follow-on credentialing course, all JPME Phase I learning objectives are embedded within the ILE Common Core curriculum.

4. Both the "M" and "S" Courses derive from and closely parallel the resident ILE course curriculum in all areas except for delivery mode. Like the resident curriculum, CGSC's non-resident curricula are OPMEP compliant and provide students with all of the required JPME Phase I learning outcomes. Accordingly, CGSC's non-resident students follow essentially the same curriculum as their resident counterparts.

5. The CGSC will continue to provide professional military education to all who study here. That is our top priority for now and for the future.

MARK E. O'NEILL
Brigadier General, USA
Deputy Commandant

FOREWORD

The Non-Resident Intermediate Level Education (ILE) Self-Study exemplifies over one year of work by dedicated members of the U.S. Army Command and General Staff College (CGSC). Through their efforts, the Self-Study is current and comprehensive, although room for improvement is always a given. The Self-Study is organized into chapters and appendices that make reading and finding information easy. The table of contents is detailed and helpful.

A major accomplishment for CGSC is the re-organization of the entire College to better deliver education to its students. The Deputy Commandant signed a memorandum on 25 June 2007 authorizing the re-organization. With the signing of the memorandum, the college is organized under the Dean of Academics for curriculum and faculty and the Chief of Staff for students and infrastructure. The re-organization coincides with the move of CGSC from its home of many years in Bell Hall and the Johnson Wing to the new Lewis and Clark Center, a state-of-the-art facility built for the sole purpose of educating intermediate officers for the next 10 years of their careers. A showplace in itself, the Lewis and Clark Center is a model educational facility.

As part of the re-organization, the School of Advanced distributed Learning (SAdL) was eliminated as a separate school and integrated into the Command and General Staff School (CGSS), which is responsible for delivering ILE to the U.S. Army and its non-Army students. Re-named the Department of Distance Education (DDE), this same group of dedicated staff and faculty who performed their mission superbly as SAdL continues to manage The Army School System (TASS) and the Web-based ILE Common Core courses.

Lastly, the CGSC Accreditation Committee, comprised of representatives from schools, directorates, and departments across the College, was involved in the preparation and review of the Self-Study. In addition, the Director of DDE and his staff were instrumental in preparing the Self-Study. While the Dean of Academics had the lead to develop the Self-Study, the Accreditation Coordination Division oversaw and performed that mission for the Dean.

U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
NON-RESIDENT ILE SELF-STUDY

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U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
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NON-RESIDENT SELF-STUDY

Executive Summary

   This executive summary addresses the partially-met ratings given by the Process for Accreditation of Joint Education (PAJE) team on their visits to U. S. Army Command and General Staff College (CGSC) in 2005 and 2006. The certification reviews were for the The Army School System (TASS) "M" Course and the Web-based Advanced distributed Learning (AdL) "S" Course. The reports contain suggestions to improve those courses.

   The 2007 Non-Resident ILE Self-Study for the "M" and "S" Courses is comprehensive and current. Because of the many changes since the publishing of the Self-Study in 2005, CGSC decided to update the Self-Study to reflect the changes that have occurred since 2005 and 2006 PAJE visits.

   The executive summary contains the information in a concise format with references to chapters and appendices in the Self-Study that provide more detailed explanations on the subject. The executive summary is divided into "M" Course, "S" Course, Program Assessment, and Conclusion sections.

"M" Course

   All regions in TASS teach the ILE Common Core curriculum, using the resident curriculum for the current academic year (AY). The ILE Common Core curriculum is taught in three phases:

➤ Phase I is a two-week active duty for training (ADT) phase. Phase I begins in May of each year.

➤ Phase II is inactive duty for training (IDT), which is eight months in duration following completion of Phase I, October through May of each year. Phase II is taught at TASS battalion classrooms, usually one night a week or on weekends.

➤ Phase III is another two-week ADT phase following the completion of Phase II, with classes conducted May through August of each year.

   As of 2 Jul 07, there were 1,434 students enrolled in the "M" Course. All three phases take 12-16 months for a student to complete. Chapter 3 contains detailed information on the TASS battalions and the schedule of completion of the ILE Common Core.

PAJE Visit

A PAJE team conducted their certification review of the ILE Common Core in June 2005. During that review, the team met with faculty and students in Region F to discuss strengths and limitations of the ILE Common Core as taught in the "M" Course.

One standard and one learning area received a "yellow" or "partially met" rating, while all other standards and learning areas earned "green" or "met" ratings. Standard 4, *Assess Program Effectiveness*, and Learning Area 5, *Information Operations, Command and Control, and Battlespace Awareness*, received "partially met" ratings.

Addressing "M" Course Standards Suggestions

Standard 4—*Assess Program Effectiveness.* The team had one suggestion under this standard: *Recommend making provisions for evaluating future offerings of "M" Course in the 2005-2006 Master Evaluation Plan and resource the plan accordingly.*

The CGSC **implemented** this suggestion. The Master Evaluation Plans for AY 06 and AY 07 call for evaluating future "M" Course offerings in AY 07-08 and AY 09-10. Evaluation of the TASS pilot Advanced Operations and Warfighting Course (AOWC) block 3 was completed in July 2006.

Addressing "M" Course Learning Areas Suggestions

Learning Area 5—*Information Operations, Command and Control, and Battlespace Awareness.* The team had one suggestion under this learning area: *Integrate IO themes and topics throughout Phases 1 and 2 of the curriculum.*

The CGSC **implemented** this suggestion. In the January-February 2007 time frame, CGSC established the ILE Common Core Working Group, which revised the resident curriculum for AY 07-08, including incorporating IO into lessons; integration of same into the "M" Course follows thereafter.

Appendix S contains all PAJE suggestions from the "M" Course visit and the status of suggestion implementation.

Strengths and Limitations of the "M" Course

Strengths. The "M" Course has been a delivery method for the Command and General Staff Officer Course (CGSOC) for many years and it transitioned to the ILE Common Core in Fiscal Year 2006. The legacy CGSOC Joint Professional Military Education (JPME) Phase I program was first accredited in 1993. The purpose of both the legacy CGSOC and ILE Common Core is to provide Army officers a quality education as warfighters. Inherent in the

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curriculum is the joint perspective necessary for officers to have as they progress in their careers. The ability of non-resident students to receive the same educational objectives and outcomes as their resident counterparts is of primary importance to CGSC. This is the strength of the "M" Course now and for the future.

Limitations. The major limitation of the "M" Course is the lack of Sister Service students and instructors. The challenge for course authors and curriculum developers is to ensure that the content and quality of the curriculum mitigate this limitation. In 2007, CGSS established a Common Core Working Group to examine and recommend changes to the content, integration, and flow of the curriculum. Group membership included representatives from the CGSS Directorate of Academic Operations, CGSS Departments, SAdL, the Office of the Dean of Academics, and the CGSC Staff. Additionally, on 25 June 2007, the Deputy Commandant approved a significant reorganization to further strengthen the program. As a result of this reorganization, SAdL ceased to exist as a separate school and became the Department of Distance Education (DDE) under CGSS. In this new organization and curriculum development process, CGSS course authors and curriculum developers will consider impact of curriculum changes on all delivery venues.

"S" Course

To reduce the ILE backlog of students created by the current operational environment, the Department of the Army directed that the "S" Course be made available to any officer who is unable to attend the course in residence, at a satellite campus, or at an other-than-Army school. Active Component (AC) officers in Year Group (YG) 93 and earlier may attend either the "M" or "S" Courses. The Department of Army G3/5/7 grants on an average of two waivers per month to officers YG 94 and later to attend the "M" or "S" Course. Approximately 800 AC students are enrolled in the ILE Common Core. With the addition of the Advanced Operations and Warfighting Course (AOWC), 25 AC students are enrolled in the pilot AOWC; up to 400 AC students are projected to enroll in AOWC thereafter. Therefore, as with the "M" Course, the "S" Course is an important venue available for students to get their intermediate-level education if other options are not practical. Army Regulation (AR) 350-1, *Training and Leader Development,* 13 January 2006, para. 3-32, discusses ILE and the methods to achieve Military Education Level (MEL) 4 and JPME Phase I.

As of 2 Jul 07, there were 3,322 students enrolled in the "S" Course. The Self-Study contains an overview of the three curricula students take based on their enrollment date. Appendices B and F, ILE Core Curriculum AY 06-07; Appendices C and G, ILE Core Curriculum AY 05-06; and Appendices D and H, ILE

Core Curriculum AY 03-04, contain descriptions of lessons and crosswalk displays of the JPME Phase I learning objectives, respectively. Students have 18 months to complete the "S" Course ILE Common Core.

PAJE Visit

A PAJE team conducted their certification review of the Web version ("S" Course) of the ILE Common Core in May 2006. During that review the team met with staff, faculty, and students to discuss the strengths and limitations of the "S" Course.

Two standards and four learning areas received "yellow" or "partially met" ratings, while the other standards and learning areas earned "green" or "met" ratings. The standards and learning areas that received partially met ratings follow.

- Standard 4—Assess Program Effectiveness
- Standard 6—Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery
- Learning Area 1—National Military Capabilities and Command Structure
- Learning Area 2—Joint Doctrine and Concepts
- Learning Area 4—Joint Planning and Execution Processes
- Learning Area 5—Information Operations, Command and Control, and Battlespace Awareness

Addressing "S" Course Standards Suggestions

Standard 4—Assess Program Effectiveness. The team made one suggestion under this standard: *Continue plans to collect survey data and execute established evaluation plan.*

The CGSC **implemented** this suggestion. The Master Evaluation Plan called for collecting "S" Course survey data and execute established evaluation plan for AY 06-07.

Standard 6—Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery. The team made one suggestion under this standard: *Continue to pursue the tutorial initiative and consider developing a certification program for graders specifically addressing evaluation of writing assignments.*

The CGSC **implemented** this suggestion. The Faculty and Staff Development Division (FSD) developed a writing workshop designed to address writing evaluation. The tutorial is available on Blackboard for all "S" Course graders to access. The FSD is available to provide assistance to graders as necessary. In addition, this workshop is also available for all CGSC faculty, no matter what course or delivery method they use.

Addressing "S" Course Learning Areas Suggestions

Learning Area 1–National Military Capabilities and Command Structure. The team made two suggestions under this learning area:

>*Update Sister Service capability lessons and include references to the role of the U. S. Coast Guard.*

The CGSC **implemented** this suggestion. In the January-February 2007 time frame, CGSC established the ILE Common Core Working Group, which revised the resident curriculum for AY 07-08, including updating the sister service lessons and adding Coast Guard references; integration of same into the "S" Course follows thereafter.

>*As the curriculum is revised, ensure all lessons include the most current documents.*

The CGSC **implemented** this suggestion. Following guidance from Post-Instructional Conference and Course Design Review processes, both of which are steps in the Accountable Instructional System (AIS), curriculum developers included the current documents for each lesson. In addition, the contract for the curriculum developers was renewed to ensure sustainment in the curriculum. Chapter 4 contains more detail on the AIS.

Learning Area 2—Joint Doctrine and Concepts. The team made two suggestions under this learning area:

>*Consider establishing a step within the curriculum quality assurance process to review all courses to ensure applicable current doctrine is referenced.*

The CGSC **implemented** this suggestion. The ILE Common Core Program Coordinator, a position established in the recent reorganization, has the requirement to ensure doctrinal accuracy throughout the curriculum.

>*Consider reviewing all blocks to ensure current joint terminology is used.*

The CGSC **implemented** this suggestion. The ILE Common Core working group revised the curriculum for AY 07-08 to include ensuring the use of current joint terminology.

Learning Area 4—Joint Planning and Execution Processes. The team made one suggestion under this learning area: *Update course curriculum and course materials to reflect current joint operations concepts, policies, and doctrine.*

The CGSC **implemented** this suggestion. Following guidance from Post-Instructional Conference and Course Design Review processes, curriculum developers included current joint operations concepts, policies, and doctrine into the curriculum. Chapter 4 contains detailed information on the AIS.

Learning Area 5—Information Operations, Command and Control, and Battlespace Awareness. The team made one suggestion under this learning area: *Consider incorporating IO in all appropriate blocks of instruction.*

The CGSC **implemented** this suggestion. The ILE Common Core working group revised the resident curriculum for AY 07-08, including incorporating IO into lessons; integration of same into the "S" Course follows thereafter.

Appendix T contains all PAJE suggestions from the "S" Course visit and the status of suggestion implementation.

Strengths and Limitations of the "S" Course

Strengths.

1. Converting the "S" Course from the correspondence version ("box of books") to the Web-based delivery method was in the best interests of the students, CGSC, and the Army. Students are now able to take current versions of the curriculum instead of outdated versions.

2. In addition, use of the Web-based Blackboard Academic Suite application has been a major improvement over the traditional correspondence method. Students are also able to access CGSS faculty and DDE counselors who can assist them with problems and questions.

Limitations. As with any Web-based program, problems can occur at any time. Resources are necessary to ensure the "S" Course is a reliable delivery method. The CGSC must continue to meet the challenges of the Web-based delivery method with technology upgrades and regular education and training of personnel.

Program Assessment

One standard rated as "partially met" in both courses was Standard 4—*Assess Program Effectiveness*. With the publishing of CGSC Master Evaluation Plans, assessment of each CGSC program is planned out and each program manager knows when his or her program will undergo an evaluation. Upon completion of the evaluation, the Quality Assurance Office (QAO) evaluator writes a report containing the results of surveys, detailed analysis, and conclusions. The QAO posts the report on their Web site, which is available to all staff and faculty.

Program managers use program evaluation results for the purposes of improvement. "M" Course faculty work with DDE to initiate improvements; however, some improvements may not be implemented because of resource constraints. The CGSC works to assist the TASS battalions as much as possible to implement improvements.

Conclusion

In spite of some areas that need improvement, the "M" and "S" Courses are two valuable options to achieve MEL 4 and JPME Phase I. Not all officers are able to attend the resident course at Fort Leavenworth or a satellite campus at one of three locations (Fort Belvoir, VA; Fort Lee, VA; and Fort Gordon, GA). Consequently, the two non-resident courses will experience student growth in the coming years. Therefore, the "M" and "S" Courses must be resourced properly in order to withstand the advent of student enrollment. The CGSC is successfully working with the Department of the Army to get the needed resourcing in manpower, technology, and equipment. This coordination will always be a challenge for the College, but a challenge we must face.

CHAPTER 1

INSTITUTIONAL PURPOSE

U.S. Army Command and General Staff College

Core Documents

The U.S. Army Command and General Staff College (CGSC) published its "Core Documents" in 2005. These documents contain CGSC's mission, vision, strategic priorities, campaign plan, philosophy, and principles.

Mission

The U.S. Army Command and General Staff College (CGSC) educates and develops leaders for full-spectrum joint, interagency, and multinational operations and advances the art and science of the profession of arms in support of Army operational requirements.

Vision

The CGSC is and will always strive to be an educational center of excellence. We must remain a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the application of Joint, Interagency, and Multinational organizations to synchronize all elements of power to achieve national objectives. We will continue to support field commanders with well-trained and well-educated leaders, in-depth research in the professional body of knowledge, and reach-back capability in support of on-going operations. We will maintain our world-class dedication to learning and to advancing the professional body of knowledge.

Strategic Priorities

Our mission statement conveys our essential tasks and our vision expresses our ideal of the future. We adjust our mission statement to accommodate continuous and deliberate analysis of guidance, (National, Department of Defense, Army, Training and Doctrine Command, and Combined Arms Center), the complexities of the contemporary operating environment, and the challenges faced by a Transforming Army at War. Our strategic priorities help guide the evolution of our institution and the adaptation of our programs in pursuit of excellence:

> ➢ Educate and train students to ensure that successful graduates can lead teams and solve complex problems throughout the spectrum of operations.

> Develop, publish, and subscribe to the professional body of knowledge.

> Develop, integrate, and synchronize the leader development and education system.

> Recruit, develop, and retain world-class faculty.

> Support the Army at War and advance the profession of arms.

Campaign Plan

The campaign plan is the vehicle for leading and communicating change. It establishes operational objectives and end-states along the College's four lines of operation:

> **Students:** Students who possess a warrior ethos and warfighting focus enabling them to competently and confidently lead Army, Joint, Interagency, and Multinational teams throughout the full spectrum of operations.

> **Faculty:** World-class military and civilian faculty supported by a faculty development program to maintain professional military and educational competency.

> **Curriculum:** Curriculum founded on fundamental threads embedded in a multi-disciplinary approach to train for certainty and educate for uncertainty.

> **Infrastructure:** Fully resourced infrastructure to support the Army, the faculty, the students, and the curriculum.

Philosophy

The College's philosophy is founded on the principles of the American profession of arms. The common defense and welfare of the United States demands professional military officers who are educated and trained to the highest standards of excellence.

The philosophy is the distillation of the College's collective set of values and principles that motivate our students and faculty to achieve our institutional purpose and desired effects. Our philosophy explains who we are and what we stand for.

We value—

> **Service to the Nation:** "The Army, a long trusted institution, exists to serve the Nation. As part of the joint force, the Army supports and defends America's Constitution and way of life against all enemies, foreign and domestic. The Army protects national security interests…" (FM 1, *The Army*, page 1-1).

> **Warrior Ethos:** *I will always place mission first. I will never accept defeat. I will never quit. I will never leave a fallen comrade.*

> **Army Values:** Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

> **How to Think versus What to Think:** "The need to teach Soldiers and leaders *how to think* rather than *what to think* has never been clearer. To defeat adaptive enemies, we must out-think them in order to out-fight them" ("Serving a Nation at War: A Campaign Quality Army with Joint and Expeditionary Capabilities," *Parameters,* Summer 2004, page 18).

> **Agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development:** The complex security environment requires leaders who are self-aware and committed to lifelong learning and professional development. Leader development and education must produce pragmatic theorists who use innovation, critical reasoning, relevant experience, and professional judgment to solve ambiguous complex problems that our graduates will face as staff officers and commanders. Our students and faulty must be self-motivated for active participation in our diverse, broad, and ever-changing professional body of knowledge. Ultimately they contribute to the body of knowledge through research and publication in referred professional journals.

Principles

The following principles guide our actions as we fulfill our mission and maintain our vision:

> A learning organization committed to currency and relevancy and the contribution of knowledge.

> Empowered professional faculty.

> Socratic and adult learning methods.

> ➢ Training for certainty and educating for uncertainty with a multi-disciplinary curriculum.

> ➢ Creating a learning environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war.

Description of CGSC Graduates

Graduates of CGSC possess a warrior ethos and warfighting focus that enable them to lead competently and confidently on Army, Joint, Interagency, and Multinational teams and throughout the spectrum of operations. These are graduates who—

> ➢ Are prepared to assume warfighting duties immediately upon graduation.

> ➢ Possess the competencies and supporting skills and knowledge that enable them to perform duties effectively and help teams achieve organizational objectives.

> ➢ Are attuned to the complexities of the operating environment and consider the impact of culture on military operations.

> ➢ Take a disciplined approach to meeting organizational and strategic-level leadership challenges.

> ➢ Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments.

> ➢ Are self-aware and motivated to continue learning and improving throughout their careers.

The complete text of the Core Documents is available on the CGSC Web site at http://cgsc.leavenworth.army.mil/.

Intermediate Level Education (ILE)

The ILE consists of two components: the Common Core and the Field Grade Credentialing Course. The CGSC is the proponent for development and delivery of the Common Core to all senior captains and majors regardless of career field or component. Proponency for the credentialing courses resides with the career field proponents; the Combined Arms Center (CAC) is the proponent for branch officers (replaces Operations Career Field).

The ILE provides the Army with an adaptive, self-aware, field-grade leader of character and competence who shapes the

joint operational environment overcoming the friction and fog of war. The leader meets the challenges and threats by exploiting opportunities through leveraging and applying Army resources and all available systems resulting in an over match of combat and non-combat multipliers. The result is command and staff capable officers who will lead a force to fight and win in the full-spectrum operational environment from brigade to echelons above corps (EAC).

Department of Distance Education (DDE)

The mission of DDE is to distribute and administer CGSC distance learning (DL) programs to active and RC officers from all Services and allied countries. The DDE consists of an administrative section and education technical counselors. Title XI of the Fiscal Year 1993 National Defense Authorization Act officers are attached from HQ TRADOC for quality assurance.

As part of the Command and General Staff School (CGSS), DDE administers the distance learning programs: The Army School System (TASS) "M" Course and the Web-based "S" Course to Active and Reserve Component officers from all services and allied nations.

The DDE serves the needs of approximately 5,000 students and 450 faculty members world-wide. These students and faculty members participate in the "M" and "S" Courses. The curriculum and course material presented to non-resident students use the same learning objectives as those in the resident course, differing only in the modality of delivery and the diversity of students in each seminar.

The DDE Website enhances the services provided to students, potential students, faculty, commanders, and staff officers. The Website is accessible through Army Knowledge Online (AKO).

https://cgsc2.leavenworth.army.mil/sadl

DDE Responsibilities and Functions

The DDE is an integral part of CGSS and its existence is necessary as we educate our officers for the next 10 years of their careers. Accordingly, DDE strives to--

- ✓ Manage the nonresident programs of the CGSC in support of a worldwide student body from all Services and allied countries.

- ✓ Provide quality assurance on the instruction provided by the TASS BN faculty. Inspect classroom instruction to

ensure instructors are qualified and instruction is conducted to standard.

✓ Assist students in enrollment through Army Training Requirements and Resources System (ATRRS) and ensure eligibility. Track student performance, mail student material, notify students of performance problems, assign adjunct faculty to grade written products, grade exams, post grades, and process student extension requests.

✓ Provide instructor and student materials for each TASS class authorized by ATRRS.

✓ Integrate resident course changes into the TASS BN and correspondence courses.

✓ Maintain the ADL (S Course) and TASS (M Course) versions of ILE and provide previous or out-dated curriculum to Combined Arms Research Library (CARL) to archive.

✓ Maintain historical database of student records and provide transcripts and diplomas for course completion.

Intermediate Level Education (ILE) Common Core Graduates

The ILE Common Core graduates are leaders who—

✓ Are service experts within their current experience.

✓ Understand warfighting in today's environment across the full spectrum of operations, prepared to assume responsibility across it all.

✓ Are proficient and confident enough to solve complex problems in all lanes through study, critical reasoning, and thinking versus templating.

✓ Are able to balance and synchronize planning and operations for today and for the future using available reach-back systems.

✓ Participate in rigorous exercises and assessments that provide them with a level of confidence in their skills, knowledge, and competencies.

This definition of ILE graduates applies to both resident and non-resident students.

ILE Common Core Non-Resident Course Overview

Once enrolled in the "S" Course, a student is assigned a counselor. The counselor's duties include the following:

- ✔ Determining enrollment eligibility/enrollments
- ✔ Monitoring student progress in the course
- ✔ Maintaining student records
- ✔ Posting student grades
- ✔ Providing assistance in contacting subject matter experts

Students may transfer between the "M" and "S" Courses at phase breaks.

Curriculum and course material in the non-resident "M" and "S" Courses use the same terminal and enabling learning objectives as those in the resident course.

Upon completion of the ILE Common Core, reserve component officers are eligible for promotion to lieutenant colonel. Active component officers must meet the professional military education (PME) requirements set by their basic branches or functional areas.

"M" Course Length

The "M" Course consists of three phases: Phase I, a two-week active duty for training (ADT) period; Phase II, an eight-month inactive duty for training (IDT) period; and Phase III, a two-week ADT period. The length of the three periods is nine months. Students have 18 months to complete the ILE Common Core course.

"S" Course Length

Students have up to 18 months to complete the "S" Course. In addition, students, based on their branch or functional area, may require credentialing courses lasting from two weeks up to four or more years.

CHAPTER 2

ORGANIZATION

The U.S. Army Command and General Staff College (CGSC) provides educational and training programs for mid-career and senior officers. Although its mission focuses on the intellectual preparation of U.S. Army officers primarily, CGSC plays an important role in the intermediate-level professional military education (PME) of selected officers from Sister Services and other countries.

CGSC Organizational Changes

In the summer of 2006, CGSC welcomed a new Deputy Commandant, BG Mark O'Neill, and a new Dean of Academics, Dr. W. Chris King. A top priority for the new Dean was to look at the governance of CGSC, review its effectiveness, and recommend changes. In addition, the School of Advanced distributed Learning (SAdL) welcomed a new director, COL Monty Powers, upon the retirement of COL Michael King.

In March 2007, the CAC Commander and CGSC Commandant, LTG David Petraeus, left Fort Leavenworth to become the commander of forces in Iraq. BG O'Neill became the acting CAC commander until LTG Michael Caldwell arrived to assume the duties on 12 July 2007. In BG O'Neill's absence from CGSC, COL Keith Cooper, the new Assistant Deputy Commandant, assumed many of the responsibilities as Deputy Commandant until BG O'Neill returned to CGSC full-time. Upon BG O'Neill's return, COL Cooper retired and COL Thomas Weafer, the former director of the Command and General Staff School (CGSS), became the Assistant Deputy Commandant. COL William Raymond, the former director of the Center of Army Tactics (CTAC), became the CGSS director.

On 25 June 2007, the Deputy Commandant approved a re-organization proposal for CGSC. Under this new organization, all academic departments fall under the auspices of the Dean of Academics. The SAdL also changed, moving from being a separate school to becoming a department under the CGSS. In addition, SAdL would undergo a name change, the Department of Distance Education (DDE). The move certainly benefits SAdL, because it becomes a part of the school that contains the curriculum used for the "M" and "S" courses.

CGSC Organization

To accomplish its mission, CGSC is comprised of four separate schools:

➢ **Command and General Staff School (CGSS)** is responsible for instructing and developing curriculum for the Intermediate Level Education (ILE) Common Core and the Advanced Operations and Warfighting Course (AOWC). The CGSS develops curriculum used by the resident and the non-resident programs. The CGSS manages both the resident and non-resident programs; DDE as part of CGSS manages the "M" and the "S" Courses.

➢ **School of Advanced Military Studies (SAMS)** teaches the Advanced Military Studies Program (AMSP) for majors (who are graduates of an intermediate level college) and lieutenant colonels and the Advanced Operational Art and Studies Fellowship (AOASF) for senior lieutenant colonels and colonels.

➢ **School for Command Preparation (SCP)** is responsible for conducting Pre-Command Courses for battalion and brigade commanders and their spouses and for new general officers and their spouses.

➢ **Army Management Staff College (AMSC)** is responsible for teaching civilian leader development courses in the Civilian Education System (CES). In addition, AMSC teaches three command programs focusing primarily on installation command.

CGSC Organization
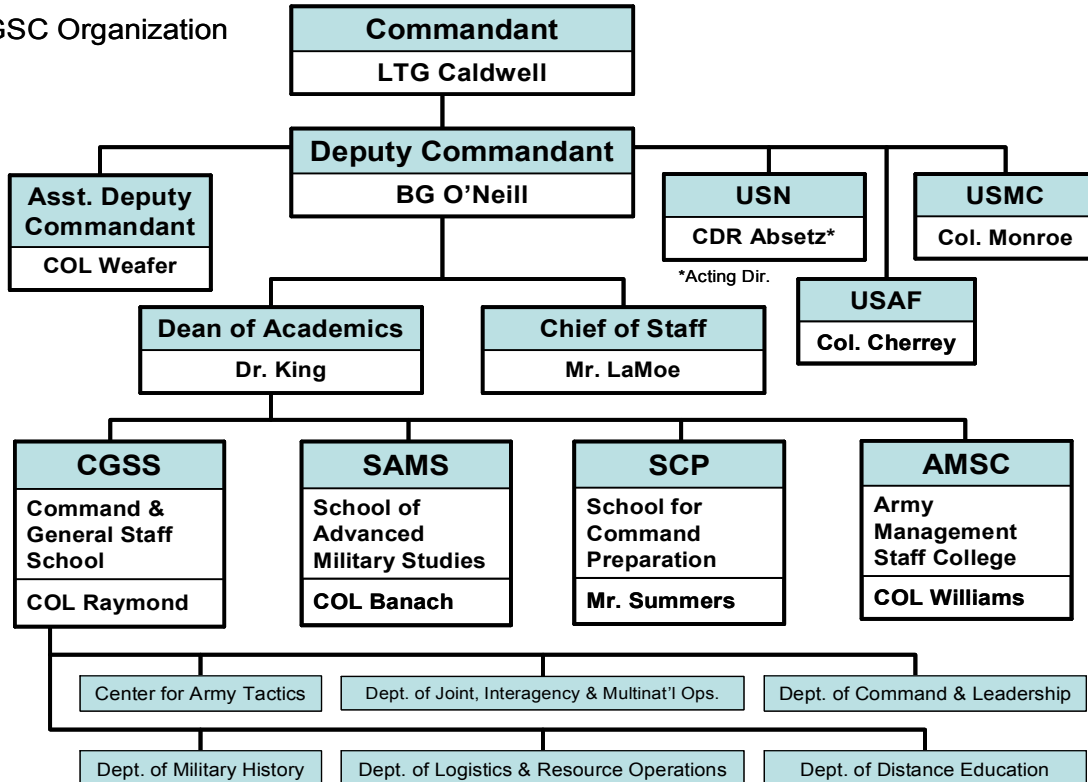
Figure 2-1. CGSC Organization Chart

CGSC Chain of Command

The CGSC receives guidance from a variety of sources: The Department of Defense, the Department of the Army, the U.S. Army Training and Doctrine Command, and the Combined Arms Center. The below chart depicts this relationship.

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                    │  Army Chief of Staff │
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                    │      TRADOC          │
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                    │  Commander, CAC /    │
                    │  Commandant, CGSC    │
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        ┊  CGSC Advisory    ┊  │  Deputy Commandant,  │
        ┊  Committee        ┊  │  CGSC                │
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    │  Dean of     │ - - - │  Asst. Deputy    │- - - │ Chief of Staff│
    │  Academics   │       │  Commandant      │      │              │
    └──────────────┘       └──────────────────┘      └──────────────┘
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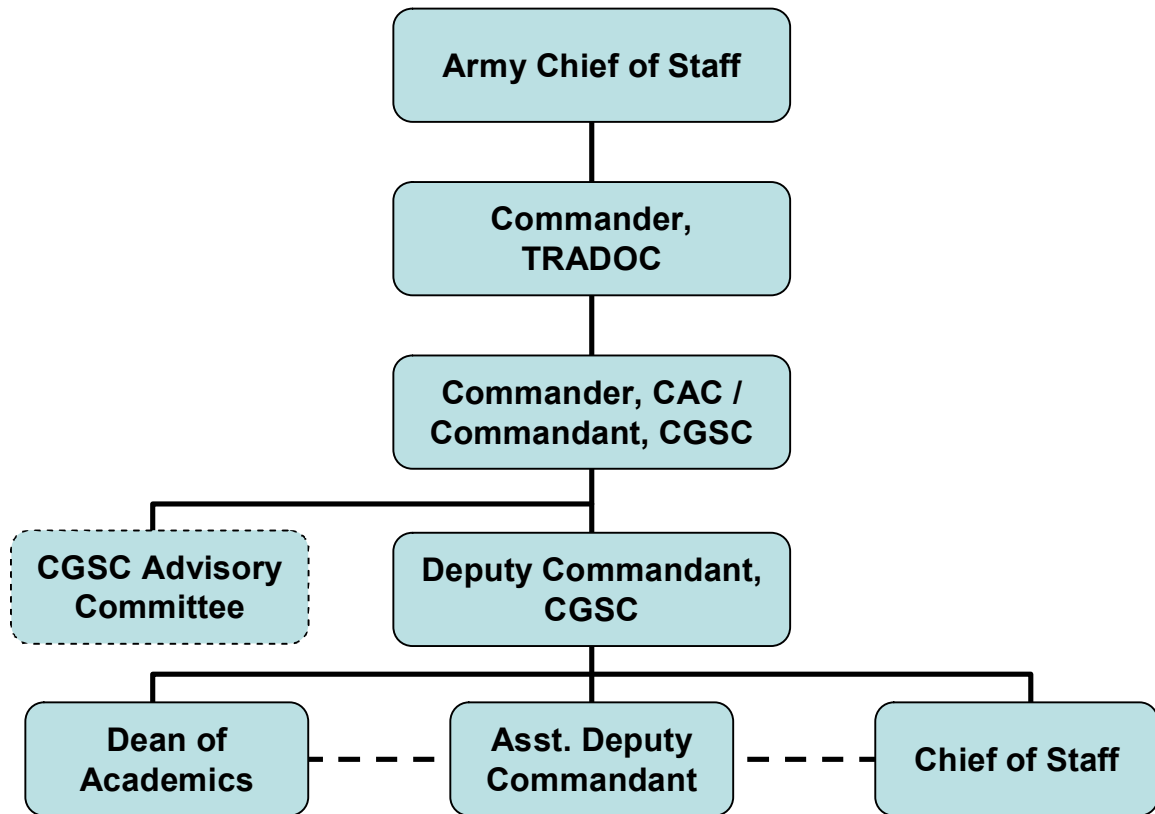
Figure 2-2. CGSC Chain of Command

With this guidance the CGSC Deputy Commandant manages the professional education of U.S. Army, Sister Service, International Officers, and Department of the Army and Interagency civilians. Assisting him with this responsibility are the Dean of Academics, who is charged with executing overall academic, administrative, and curriculum support to CGSC, and the Chief of Staff, who is responsible for the policies, personnel, and budget requirements for the College.

Figures 2-3 and 2-4 below depict the CGSC Academic and Chief of Staff organizations, respectively.

CGSC Academic Organization
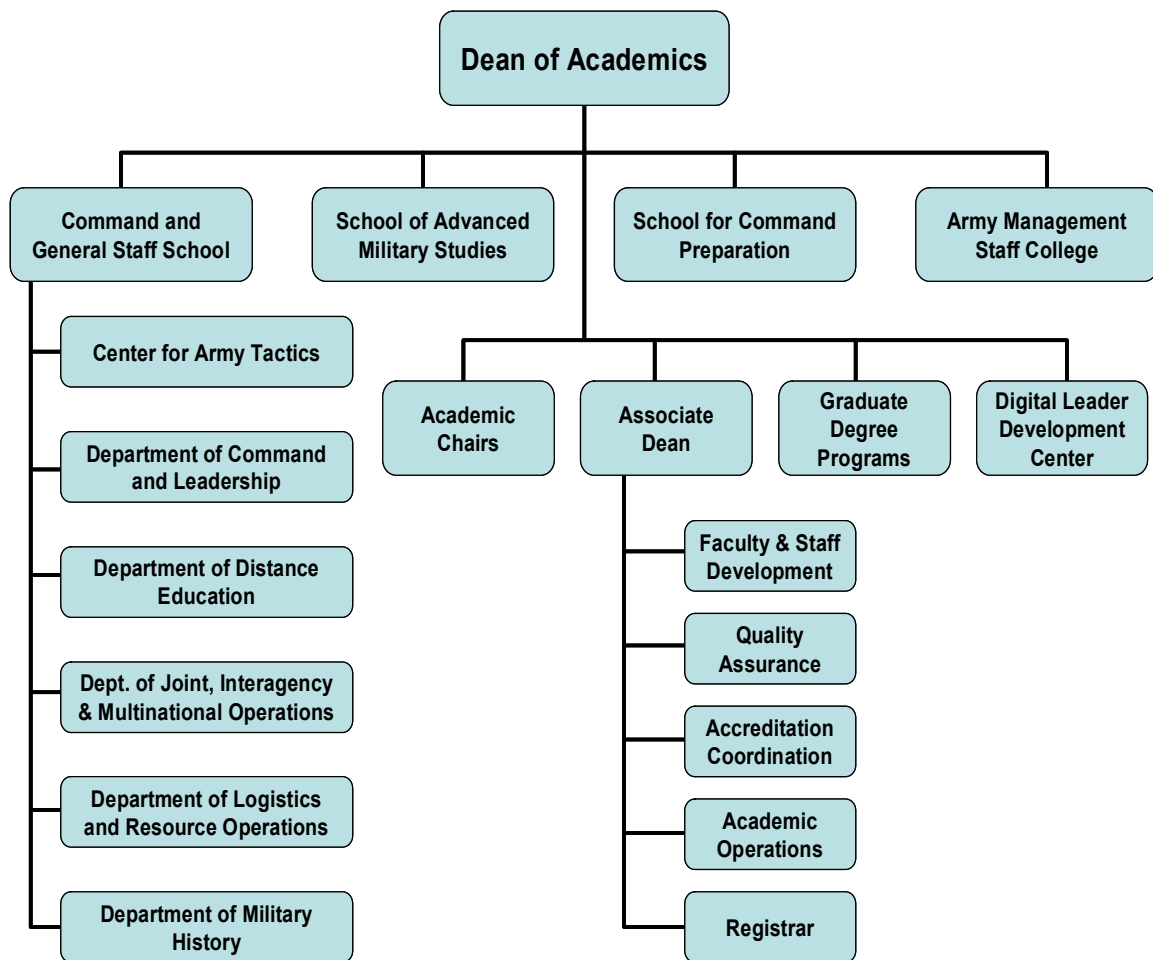
Figure 2-3. CGSC Academic Organization Chart

The CGSC Academic organization supports the College mission by—

✓ Being responsible for all academic programs including faculty and curriculum.

✓ Supporting College programs according to priorities.

✓ Leading key College committees and working groups to ensure effective and efficient planning and execution of critical college functions.

✓ Providing professional forums that support collaboration among schools, the Combined Arms Center, and outside agencies to ensure that the College achieves all possible synergies to achieve educational excellence in academic programs.

Chief of Staff Organization

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                        ┌──────────────┐
                        │  Chief of    │
                        │   Staff      │
                        └──────┬───────┘
              ┌────────────────┼────────────────┐
        ┌──────────┐                      ┌──────────┐
        │   SGS    │                      │ Chaplain │
        └──────────┘                      └──────────┘
     ┌──────┬──────────┐          ┌──────────┬──────────┐
 ┌────────┐ ┌────────────┐   ┌──────────┐ ┌──────────┐
 │   HR   │ │ Operations │   │   DOL    │ │  Plans   │
 └────────┘ └────────────┘   └──────────┘ └──────────┘
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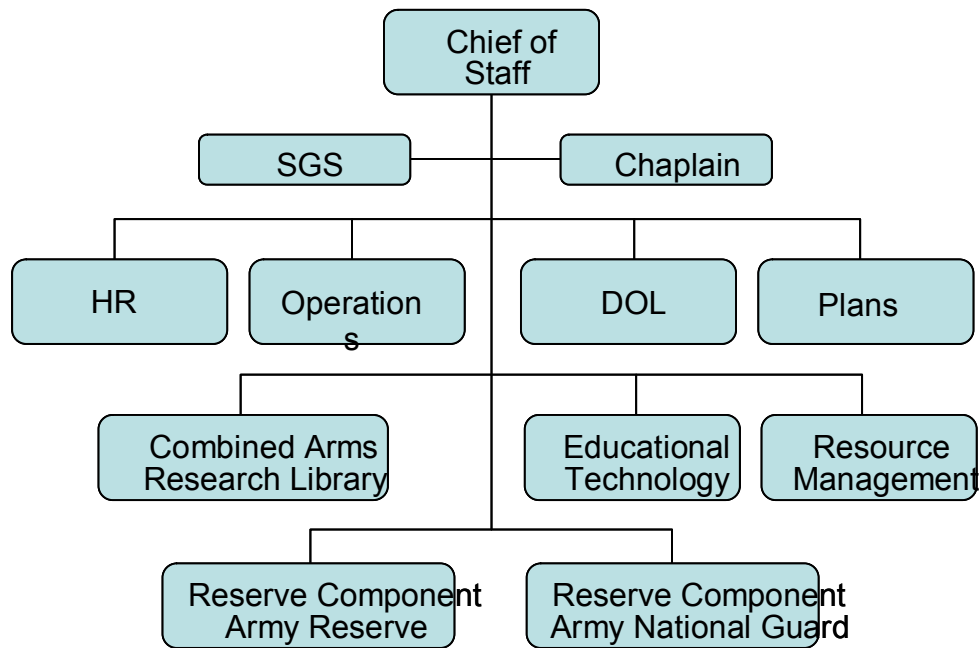
Figure 2-4. Chief of Staff Organization Chart

     The Chief of Staff and subordinate organizations are
crucial to ensuring the College achieves its mission. The Chief
of Staff's responsibilities include—

- ✓ Manpower
- ✓ Budget
- ✓ College Operations
- ✓ Library
- ✓ Maintenance
- ✓ Public Affairs
- ✓ Information Technology
- ✓ Plans
- ✓ Reserve Component

JPME within the CGSC Organization

     The CGSC supports its JPME Phase I program in one of its
four schools (CGSS) and at the College level with the Dean of
Academics and the Chief of Staff organizations. The CGSS is
responsible for developing the curriculum used by both resident
and non-resident JPME Phase I programs. These programs include
the resident 10-month course, the ILE Common Core taught at the
Satellite Campuses, the non-resident TASS "M" Course, and the
non-resident Web-based "S" Course. The CGSS has responsibility
for management and execution of the resident, Satellite Campus,
and non-resident ILE programs.

Responsibility within the Dean of Academics organization for coordinating the Self-Study and the Process for Accreditation of Joint Education (PAJE) visits lies with the Accreditation Coordination Division (ACD). In addition, ACD provides oversight and guidance on Joint regulations, especially the OPMEP, and develops cross-walks comparing JPME Phase I learning objectives with ILE Core course material to ensure adequate JPME coverage within the ILE curriculum.

The Dean of Academics has many functional committees that are responsible for managing the academic integrity of CGSC. These committees include the following:

Committee	Responsible Organization
Accreditation	Accreditation Coordination Division
Teaching	Faculty and Staff Development
Curriculum	Curriculum Division
Graduate Council	Graduate Degree Program
Exercise	Digital Leader Development Center
Evaluation	Quality Assurance Office
Research	Graduate Degree Program

Figure 2-5. Dean of Academics Functional Committees

Each committee consists of a chair--usually the chief of the responsible organization-—and members from the schools, departments, and organizations of CGSC. Committees meet regularly depending on their mission and standing operating procedures. The ACD will provide information on each committee during the PAJE visit.

Cooperation between Resident and Non-resident JPME Programs

With the movement of SAdL under CGSS renamed DDE, curriculum developers from all CGSS departments strive to ensure the curriculum meets the terminal learning objectives and student outcomes for the ILE Common Core whether taught in the resident or non-resident format.

The Accountable Instructional System (AIS), discussed in Chapter 4, is the means for ensuring curriculum updates for both resident and non-resident courses. Resident course authors recommend changes to the curriculum for all delivery methods.

Department of Distance Education (DDE)

The DDE provides assistance to students and faculty engaged in non-resident ILE programs. As part of CGSS, DDE manages the non-resident programs in support of a worldwide student body of over 5,000 students from all services and allied countries and ensures adherence to regulatory and curriculum standards. The non-resident program includes the ILE Common Core taught by the TASS leader development (LD) battalions — the "M" Course — and the web-based "S" Course. The DDE organization appears in the below figure.
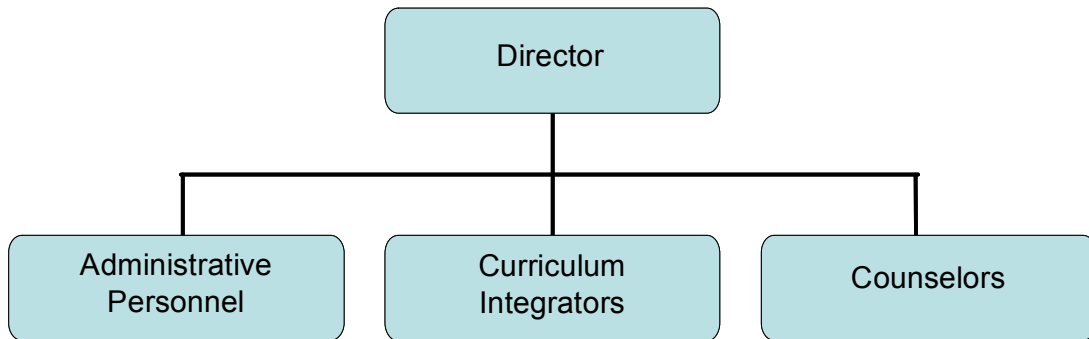
Figure 2-6. DDE Organization Chart

The "M" Course. The DDE counselors are assigned a TASS region (see figure 2-7 below) and are responsible for individual students based on the first letter of a student's last name. Counselors provide the following services:

o Assist individual students who are enrolled in the advanced distributed learning (ADL) course. Assist students by helping them enroll through the Army Training and Resource Requirements System (ATRRS), tracking student performance, handling student extension requests, and posting student status in ATRRS.

o Provide instructor and student materials for each TASS class authorized by ATRRS. Verify student eligibility for the course. Enroll all eligible students and inform instructors concerning ineligible students. Post grades for each student. Track waiver requests for each class, routing them through the appropriate authority.

TASS Schools	Counselor's AKO User Name	Telephone COM: 913-758-XXXX DSN: 585-XXXX
REGION A & 4960TH ILE-CC	christopher.murphy	3368
REGION B & 3747TH ILE-CC	anita.ehbauer	3380
REGION C & 265TH ILE-CC	rose.klotz	3404
REGION D	rebecca.ann.rogan	3390
REGION F ILE-CC	diane.mccaully	3388
REGION G ILE-CC	janice.k.thompson	3356

Figure 2-7. DDE Counselor – TASS Region Relationships

Note: In previous years, Title XI military officers were attached to DDE from Fort Monroe, VA, to provide quality assurance (QA) to TASS battalion training sites, both within and outside of the continental United States, and to accredit the TASS battalions under TRADOC standards. Presently, CGSC's Title XI officers are civilians, attached to the Quality Assurance Office (QAO) of the Dean of Academics organization to perform QA on the instruction provided by TASS battalion faculty. These personnel inspect classroom instruction to ensure that--

- ✓ Instructors are qualified;
- ✓ Instruction is conducted to the resident standard; and,
- ✓ Lessons taught are from the current non-resident curriculum.

The Army School System (TASS) Organization

TASS Roles and Responsibilities

1.   Administer TASS and Web-based Intermediate Level Education (ILE) effectively to meet student requirements in today's world with a high military "operational tempo" (OPTEMPO).

2.   Support the educational concepts of CGSC's resident programs and assist in bringing those concepts to the non-resident students in a cost effective manner through a variety of distance learning mediums.

3.   Provide timely material support to Web-based and TASS students and instructors worldwide.

TASS Regions
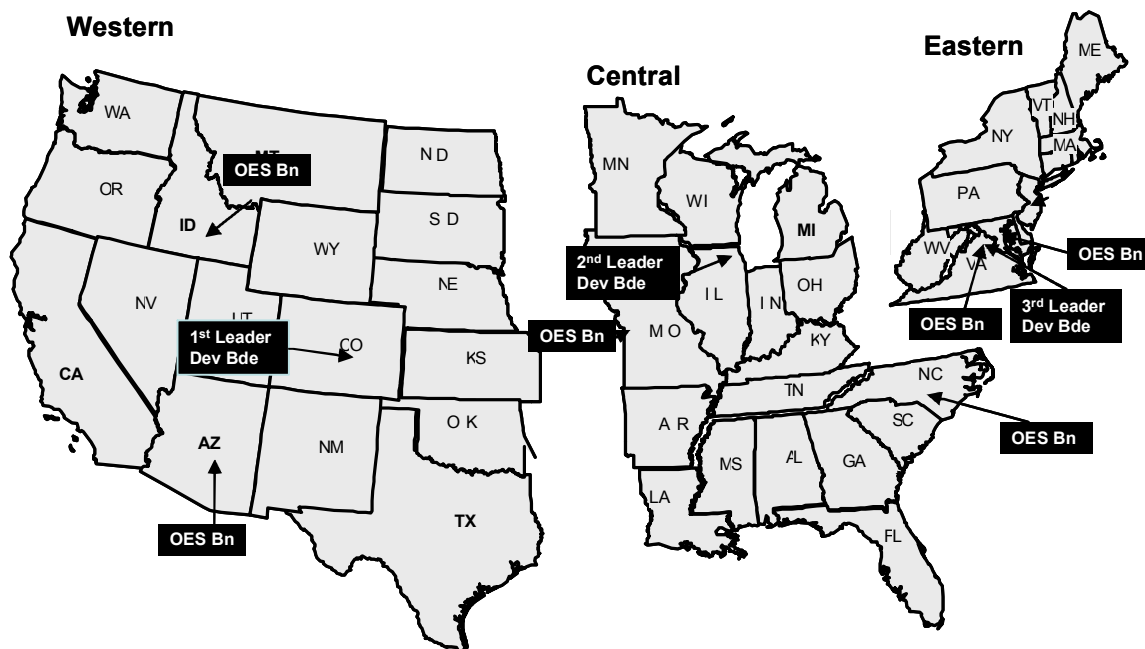
Figure 2-8. TASS Regional Organizations

TASS Region Contacts

Info	12th ILE Bn	LD Brigade
Unit Website	n/a	n/a
Commander	LTC Antonio Morales	COL Mikayo Schanely
Title XI Officer	LTC Dan O'Brien	n/a
Unit Phone	(518) 374-5250	(315) 454-4663
Unit Fax	(800) 585-9172	(315) 454-8658
(Note: LD = Leader Development)		

Figure 2-9. TASS Region A Contacts

Info	10th ILE Bn	6th LD Brigade
Unit Website	Region B Website	n/a
Commander	LTC Mark Valeri	COL Jose A. Gotay
Title XI Officer	n/a	
XO/S3	MAJ Robyn Truman	

Unit Phone	(410) 584-2969	(703) 806-5228/5201
Unit Fax	(410) 584-0990	(703) 806-0125

Figure 2-10. TASS Region B Contacts

Info	11th ILE Bn	6th LD Brigade
Unit Website	n/a	n/a
Commander	LTC Ernest Duncan	COL Christopher Bachman
Title XI Officer	LTC Mark Webb (615) 353-1638	n/a
Unit Phone	(704) 793-4779	(704) 793-4771
Unit Fax	(704) 793-4780	(704) 784-4141

Figure 2-11. TASS Region C and Puerto Rico Contacts

Info	9th ILE Bn	LD Brigade
Unit Website	n/a	n/a
Commander	LTC Brian Canteel	COL William Roberts
Title XI Officer	n/a	
Unit Phone	(614) 693-9508	(866) 289-9640 x 2911
Unit Fax	(614) 693-1025	n/a

Figure 2-12. TASS Region D Contacts

Info	11th ILE Bn	LD Brigade
Unit Website	n/a	n/a
Commander	LTC Anthony James	COL Michael Tucker
Region F POC	LTC David Howey (913) 684-1725	n/a
Unit Admin.	Sonya Brown (816) 836-9529 (ext.2169)	n/a
Unit Phone	1 (800) 968-9529	(785) 267-6243
Unit Fax	(816) 836-6240	(785) 274-0105

Figure 2-13. TASS Region F Contacts

Info	10th ILE Bn	LD Brigade
Unit Website	n/a	n/a
Commander	LTC Richard Meador	COL Summers
Title XI Officer	LTC Howard Trujillo	n/a
Unit Phone	480-949-4664/4663	(303) 361-8022
Unit Fax	n/a	n/a

Figure 2-14. TASS Region G Contacts

Info	Multi-Functional Battalion	Multi-Function Brigade
Unit Website	Germany Web Link	n/a
Commander	LTC Jim DiCrocco	COL Morgan Gray
Title XI Officer		n/a
Unit Phone	DSN 475-6096/6097	DSN 475-6050/6060
Unit Fax	DSN 475-8029	n/a

Figure 2-15. TASS Europe Contacts

Info	Multi-Functional Battalion	Multi-Function Brigade
Unit Website	n/a	n/a
Commander	LTC William Mills	COL Lee
Title XI Officer		n/a
Unit Phone	(808) 438-1600 ext 3130	(808) 438-1600
Unit Fax	(808) 438-7473/5253	n/a

Figure 2-16. TASS Pacific Contacts

Name & Email	Title	Room	Phone
LTC Paul Lottino	AOWC	273N Eisenhower Hall	(913) 758-3359
Dawn Weston	Curriculum Integration Chief	273N Eisenhower Hall	(913) 758-3357
Mr. Larry Cowherd	Curriculum Integrator	273N Eisenhower Hall	(913) 758-3369
Mr. Bruce Simpson	Curriculum Integrator	273N Eisenhower Hall	(913) 758-3399

Figure 2-17. FT Leavenworth TASS Contacts

The "S" Course. Independent graders grade student assignments. These graders are usually reserve component officers who receive points toward their retirement. In addition, CGSS faculty are also available to assist "S" Course students with questions on the curriculum. The Directorate of Educational Technology (DOET) provides technical assistance to students regarding computer and web problems.

Strengths and Limitations of CGSC Organization

Strengths. The addition of a civilian Dean of Academics has provided one strong area of continuity for the College. The Dean is the senior person on the academic side of the College who has the historical and educational background to ensure CGSC does not lose sight of its academic purpose. The Dean, coupled with the civilian Chief of Staff, helps to reduce the turbulence of military leadership turnover. Further, all schools, departments, and organizations have a civilian deputy to lessen the turmoil of military turnover and provide a source of continuity and historical knowledge. The movement of SAdL (DDE) under CGSS will decrease the likelihood of two separate ILE Common Core curricula; collaboration of all CGSS curriculum developers ensures the non-resident curriculum is derived from and closely parallels its resident counterpart.

Limitations. A major limitation is the lack of active duty military officers on the faculty, who are able to provide assistance to non-resident students. With the backlog of majors unable to attend ILE in residence, the non-resident student numbers will increase. The number of active-duty personnel needed to support students must increase accordingly.

CHAPTER 3

ACADEMIC PROGRAMS AND CURRICULA

U. S. Army Command and General Staff College (CGSC) Schools

The CGSC has four schools. The major academic programs at each school are as follows:

- ✓ Command and General Staff School (CGSS): This school is responsible for administering Intermediate Level Education (ILE), which includes the Common Core and the Advanced Operations and Warfighting Course (AOWC). The ILE Common Core contains the JPME Phase I learning areas and objectives. The CGSS is responsible for both the resident and non-resident programs. The Department of Distance Education (DDE) is a part of CGSS.

- ✓ School of Advanced Military Studies (SAMS): The two courses in SAMS are the Advanced Military Studies Program (AMSP) and the Advanced Operational Arts Studies Fellowship (AOASF). These courses are for majors who have graduated from ILE and for senior lieutenant colonels and colonels, respectively. At this time, neither course is a JPME program.

- ✓ School for Command Preparation (SCP): The SCP prepares future leaders of the Army by offering the Pre-Command Course and the Tactical Commanders Development Course for new commanders. Neither course is a JPME program.

- ✓ Army Management Staff College (AMSC): Located at Fort Belvoir, Virginia, AMSC is the Army's premiere institution for civilian leader development. The AMSC is responsible for the Army's Civilian Education System (CES), as well as garrison pre-command programs. None of the courses offered by AMSC is a JPME program.

Graduate Degree Program

Students enrolled in the ten-month CGSS resident course of instruction (Common Core, AOWC, electives) are eligible to apply for admission to the Master of Military Art and Science (MMAS) Degree Program administered by the Directorate of Graduate Degree Programs. Components of the program include significant original research and a master's thesis. The ILE program constitutes the formal coursework of the MMAS Degree Program and candidates enroll in research methods courses as part of their studies. Those successfully completing a thesis must also pass a comprehensive board examination on the ILE curriculum. Appendix A examines a future initiative to award a distance MMAS degree.

All AMSP students in SAMS are automatically enrolled in the MMAS program. To earn the degree, each student must write a substantial monograph on a topic approved by the SAMS Director and the Commandant as part of his/her degree requirement and pass a rigorous comprehensive oral examination. Similarly, AOASF fellows in SAMS can and do voluntarily participate in the MMAS program. All monographs must demonstrate abilities in research and writing similar to those used to prepare an MMAS thesis.

Academic Governance

With the re-organization of CGSC, the Dean of Academics (DoA) has responsibility for all academic programs to include the curriculum of each program and the faculty who teach the programs. The figure below depicts the academic governance of CGSC, and includes the four schools mentioned above as well as the various courses offered by each school.
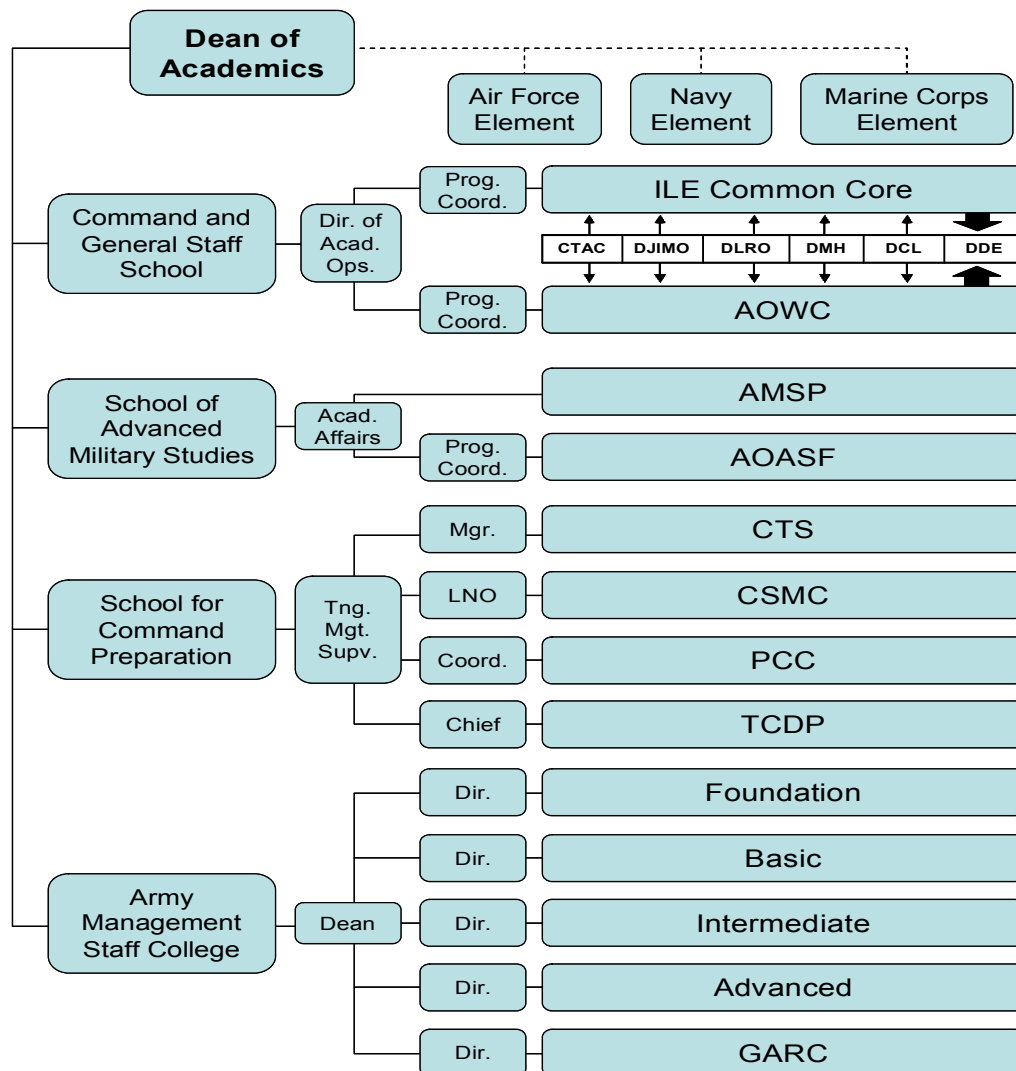
Figure 3-1. CGSC Academic Governance

Intermediate Level Education (ILE)

As defined by the Department of the Army, Intermediate Level Education (ILE) consists of a Common Core curriculum *and* a required career field qualification course. Because the various career fields are comprised of the basic Army branches and 20 additional functional areas, each having a different qualification course, it is the ILE Common Core--the only instruction *common* amongst the career fields--that contains all the JPME Phase I learning areas and objectives required for Intermediate Level Colleges. But, because the OPMEP states that JPME Phase I cannot be a "stand alone" course, Army majors must complete *both* the ILE Common Core *and* a career field qualification course to be considered "PME complete" and eligible to receive credit for JPME Phase I.

The majority of majors in the U.S. Army are known as "branch officers" (formerly Operations career field). The qualification course for branch officers is the AOWC, taught in residence at Fort Leavenworth following completion of the ILE Common Core. Other than branch officer proponents have developed their own qualification course, held at various locations in the United States. The CGSS is the proponent for both the ILE Common Core and AOWC.

In residence, ILE consists of the Common Core, the AOWC, and electives. The ILE is designed to develop leaders who will train and fight at the operational and tactical levels of war. This course prepares officers for duty as field grade commanders and staff officers, principally at division and corps levels. However, there are three additional methods, besides residence, of obtaining ILE:

- ✓ The ILE Common Core offered at Satellite Campus (SC) sites at Fort Belvoir, Virginia; Fort Gordon, Georgia; and Fort Lee, Virginia. This version of the non-resident course is managed by CGSS. With none of the AOWC blocks of instruction available at SC sites, the majority of SC students are officers who must complete a functional area course other than AOWC upon completion of the Common Core. In addition, because of operational requirements, the Army is considering a program wherein same branch officers attend the Common Core at an SC and then take AOWC on the Web to complete PME.

- ✓ The ILE Common Core taught by the TASS Leader Development Battalions in eight regions throughout the world. This version of the non-resident course is known as the "M" Course. In addition to the Common Core, one AOWC block of instruction (W300, Brigade Combat Team Operations) is

available to students at "M" Course locations. The DDE
provides management and oversight to the "M" Course.

  ✓ The ILE Common Core taught as a Web-based course. This
    version of the non-resident course is known as the "S"
    Course. In addition to the Common Core, "S" Course
    students will be able to complete all three primary
    blocks of instruction in AOWC (W100, Operational
    Warfighting; W200, Division Organization, Doctrine, and
    Full Spectrum Operations; and, W300, Brigade Combat Team
    Operations) on the Web beginning in October 2007. The
    DDE manages the "S" Course.

All non-resident versions of the ILE Common Core use the same
terminal and enabling learning objectives as the resident course;
only the delivery method differs.

Non-Resident Legacy Curricula

       With the conversion to the Intermediate Level Education
(ILE) Common Core, DDE over time has managed three different
curricula presented in two different manners. Students who were
enrolled in the legacy Command and General Staff Officer "M"
(TASS) Course had until the summer of 2005 to complete the
course. Students enrolled in the legacy Command and General
Staff Officer "S" (correspondence) Course had until May 2007 to
complete their requirements. Currently, no students are enrolled
in the non-resident legacy curricula.

Non-Resident "M" Course

       Upon conclusion of the TASS ILE pilot in the summer of
2005, the current "M" Course became the standard TASS ILE Common
Core offering. The "M" Course is divided into three phases:
Phase 1 is during an annual (usually in the summer) two-week
active duty for training (ADT) period; Phase 2 is over the
following eight months during the inactive duty for training
(IDT) period (drill weekends or one night a week); and, Phase 3
is during the next two-week ADT period.

       Because the ILE is a two-part course, comprised of the
Common Core and a credentialing course, CGSC converted a portion
of AOWC for the TASS community. In FY06, CGSC piloted the W300
block of AOWC when the first graduates of the TASS ILE Common
Core were eligible to take the follow-on qualification course.

Non-Resident "S" Course

       As with the legacy course, taking ILE in a TASS battalion
classroom may not be possible for many Soldiers. Therefore, CGSC
developed a Web-based "correspondence" version of ILE. This

version of the curriculum mirrors the TASS "M" Course," in that it is administered in three phases, covers the same terminal learning objectives, and has the same written products as the resident course. This version of the "S" Course was piloted during the summer of 2005 and became an available option beginning in FY06.

Regarding the AOWC portion of the "S" Course, the W100 module of instruction was ready for its pilot run as of the beginning of FY07; W200 was developed shortly thereafter and was ready for piloting after W100. The third AOWC module of instruction, W300, was completed in March 2007, in time to be piloted following the pilot of W200. All three modules will be open for student enrollment in October 2007.

The AOWC modules are as follows:

- ✓ W100, Operational Warfighting
- ✓ W200, Division Organization, Doctrine, and Full-Spectrum Operations
- ✓ W300, Brigade Combat Team Operations

ILE Common Core

The figure below depicts the sequence of ILE for non-resident students.

Department of Distance Education (DDE)

Non-Resident "M" and "S" Courses
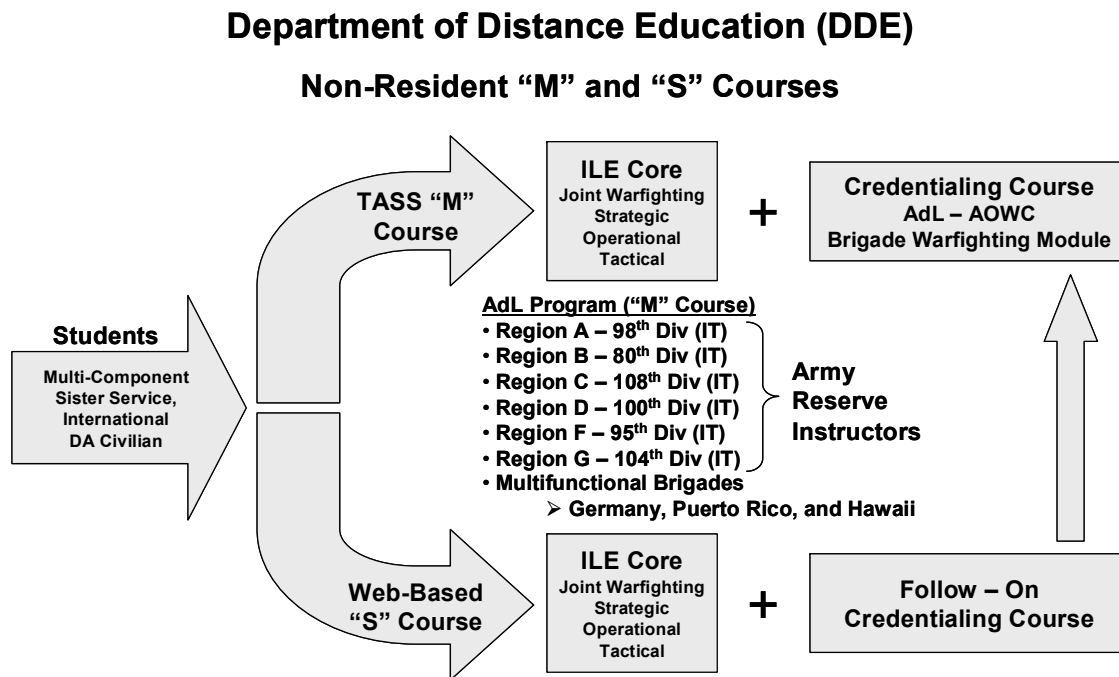
Figure 3-2. Non-Resident Course Sequence

The ILE Common Core contains the following blocks of instruction:

- C100, Foundations
- C200, Strategic Studies
- C300, Operational Studies
- C400, Army Operations
- F100, Changing the Army
- H100, Transformation (History)
- L100, Leadership
- C999, End-of-Core Course Exercise

Appendices B, C, and D contain overviews of the blocks with their lessons for each academic year.

Curriculum Development

The CGSC uses the Accountable Instructional System (AIS), discussed in more detail in Chapter 4, to develop and administer all courses within the College. Part of the AIS process includes a timely review, called a Post-Instructional Conference (PIC), of each block of instruction upon completion of that block, rather than on completion of the academic year. During the PIC, instructors and lesson and block authors discuss the strengths and limitations of the block of instruction and recommend changes to the curriculum. During the next phase of the process, the Course Design Review (CDR), lesson and block authors discuss the actual changes made to the curriculum.

Curriculum developers under the general direction of CGSS convert the resident curriculum into the non-resident versions for use in the "M" and "S" Courses. The re-organization allows CGSC to improve the process of ensuring resident courseware is integrated into non-resident courseware.

Resident and non-resident students alike use the online Blackboard system to access the curriculum, regardless of the course venue. Students need an Army Knowledge Online (AKO) account in order to access the Blackboard system.

Although care is taken to ensure an equivalent education between the resident and non-resident courses, the non-resident course version will lag behind the resident school curriculum because of the development time needed to convert the resident material to a non-resident format. Every effort is taken to keep the lag time at a minimum, which is currently eight months.

The CGSS developed a curriculum development standing operating procedure (SOP) in January 2006 to ensure curriculum was similar throughout the resident and non-resident versions of

ILE. In the SOP, considerable emphasis is ensuring that all students receive a quality education. The CGSS staff and faculty must remain mindful that course administrators and facilitators at non-resident sites may not have ready access to subject matter experts (SME) or the research resources available at Fort Leavenworth. Regardless of whether an officer's experience is through resident or non-resident courses, courseware authors and administrators will find that implementing the SOP will ensure that their course is taught equally as well at Fort Leavenworth and at other locations without additional materials required.

"M" Course Curriculum Versions

The figure below illustrates the ILE Common Core as taught in the "M" Course.

"M" Course ILE-CC Overview

Phase 1	Phase 2	Phase 3
(ADT – AY 05/06 curriculum)	(IDT – AY 05/06 curriculum)	(ADT – AY 03/04 curriculum)

C100
Foundations
38 Hours

C200
Strategic Studies
48 Hours

C300
Operational Studies
64 Hours

C400
Tactical Studies
72 Hours

C999
End of Core
Course Exercise
29 Hours

L100
Leadership
30 Hours

Parallel Instruction

F100
Force Mgt.
16 Hours

H100
History
24 Hours

Total Academic Hours 292*
(*Plus 29 hrs for Exercises)

Figure 3-3. "M" Course Common Core

For the spring and summer 2007 active duty for training (ADT) classes, the TASS battalions taught Phases 1 and 3 using the following versions of the ILE Common Core:

- Phase 1 – From Academic Year 2006-2007 resident course, the *most current* resident course version. A synopsis of the AY 06-07 course is at Appendix B.

  Note: The resident portions of the AY 06-07 course that correspond with Phase 1 were completed by mid-autumn of 2006, thereby providing time for PICs and CDRs to occur and for curriculum developers to convert resident lesson changes to "M" Course format in time for spring and summer 2007 ADT sessions.

- Phase 3 – From Academic Year 2005-2006 resident course, *one year behind* the most current version. A synopsis of the AY 05-06 course is at Appendix C.

  Note: The resident portions of the AY 06-07 course that correspond with Phase 3 were completed in late 2006, not in time for the AIS process and curriculum development changes to occur before the start of the "M" Course in 2007 ADT sessions.

Phase 2, the inactive duty for training (IDT) portion of the course, also used the AY 05-06 version of the ILE Common Core.

"S" Course Curriculum Versions

As with the "M" Course, curriculum developers face similar challenges converting the resident ILE to a Web-based non-resident version. Therefore, there is a lag between a current resident course academic year version and the time that version becomes available as an online "S" Course. The lag results from the time it takes to put portions of the resident course corresponding to non-resident phases through the AIS process, and from the time it takes to convert the resident curriculum to a non-resident Web-based format.

Additionally, as newer versions of the "S" Course appear online, older versions of the course remain online to give students the choice of either completing the curriculum they started or migrating to a more current course for the next phase. This choice is important because it allows reserve component officers who are mobilized (and unable to continue) to resume their studies in the same version, rather then being unduly penalized by having to virtually *start over* in a newer version of the curriculum. Nevertheless, CGSC encourages students to migrate to a more current version of the online course, to enhance students' subject matter currency.

The various "S" Course versions that the PAJE team will encounter during the 2007 non-resident accreditation visit include the following:

- AY 06-07: There were 178 students enrolled in this version of the "S" Course on 2 Jul 07. Phase I of this version had an online availability date of May 2007, well after the AIS process and curriculum development changes from resident course portions that ended in mid-autumn 2006. A synopsis of the AY 06-07 course is at Appendix B.

- AY 05-06: There were 1,114 students enrolled in this version of the "S" Course on 2 Jul 07. Phase I of this version became available as an online course in October 2006, at which time the resident course was only two months into the AY 06-07 version; hence, the necessity for the older version. A synopsis of the AY 05-06 course is at Appendix C.

- AY 03-04: There were 2,030 students enrolled in this first version of the course on 2 Jul 07. With no "S" Course version stemming from AY 04-05, the AY 03-04 version is the primary reason for allowing students to continue with an older version, since a jump to AY 05-06 (above) involves substantial curriculum changes. A synopsis of the AY 03-04 course is at Appendix D.

Because AOWC is part of Army PME for majors, included in Appendix E is a description of the modules and lessons comprising AOWC. All majors do not take AOWC, as discussed earlier; therefore, AOWC does not contain learning objectives as part of the JPME Phase I program. Those are contained in the ILE Common Core only.

Joint Professional Military Education (JPME) Phase I

As previously mentioned in this chapter, the ILE Common Core is the means through which CGSC delivers JPME Phase I instruction. Adhering to the OPMEP requirement that JPME Phase I not be a "stand-alone" course, CGSC has chosen to weave the required JPME Phase I learning objectives throughout various blocks of instruction (listed above) that comprise the common core. This instructional strategy results in the added benefit of having each required JPME learning objective covered in multiple places throughout the core curriculum, rather than one-time coverage in a single lesson. Using the resident AY 06-07 core curriculum as example, a single JPME Phase I learning objective may be covered in--

✓ As many as 30 or as few as 3 different lesson plans; and,

✓ As many as 11 or as few as 2 different terminal learning objectives (TLOs).

To analyze and display the degree to which the ILE Common Core curriculum covers all required JPME Phase I learning objectives, CGSC uses crosswalks to depict the relationships between JPME learning objectives and the curriculum's lesson plans and TLOs. With the crosswalk as a starting point, CGSC evaluates the adequacy of JPME learning objective coverage during the various steps of the AIS process.

- The crosswalk for the AY 06-07 curriculum is at Appendix F.
- The crosswalk for the AY 05-06 curriculum is at Appendix G.
- The crosswalk for the AY 03-04 curriculum is at Appendix H.

Lesson Plans and JPME Support

As stipulated by the OPMEP, a non-resident course must derive from and closely parallel its parent resident course. Accordingly, CGSC's non-resident "M" and "S" Courses stem directly from the resident ILE at Fort Leavenworth. The critical linkage between resident and non-resident ILE courses and the starting point for non-resident curriculum development is a resident course lesson plan. To ensure that the ILE Common Core covers all required JPME Phase I learning objectives, CGSS has structured its curriculum design in a manner that fully documents coverage of JPME Phase I learning objectives in each lesson plan. With the JPME Phase I learning objectives covered and documented in this manner in the resident course, the JPME Phase I learning objectives are fully accounted for in conversions to the non-resident courses. A sample ILE Common Core lesson plan that documents JPME Phase I learning objectives is at Appendix I.

Professional Military Education (PME) Accreditation

The U.S. Army Training and Doctrine Command (TRADOC) accredits PME courses at Army training centers and educational institutions to ensure development and conduct of training and education to applicable TRADOC standards. As part of this program, CGSC assists TRADOC by accrediting all Reserve Component TASS organizations that teach ILE. A detailed discussion of CGSC's TASS accreditation program is at Appendix J.

Strengths and Limitations of Non-Resident Programs

Strengths. The non-resident curriculum provides a flexible means of educating officers, of both the reserve and active components, who are unable to attend the resident program at Fort Leavenworth. Offering the "M" and "S" Courses to all Army students upholds the intent of a similar educational experience for all Army majors.

Limitations:

1. Because of the operational requirements of the Army, many students who would attend ILE in residence or at a satellite campus are enrolling in the "M" or "S" Course. A recent weekly report showed 859 Active Component (AC) officers enrolled in the ILE Common Core. In addition, for the Advanced Operations and Warfighting Course (AOWC) pilot, 25 AC students are enrolled. Once the pilot is completed, projections are that up to 400 AC officers will enroll in non-resident AOWC. Consequently, CGSC has worked diligently to gain resources, which include on-line facilitators or additional curriculum developers.

2. The technology needed for the on-line version must be of sufficient bandwidth to handle both resident and non-resident students. The CGSC is working with higher headquarters to solve the problems that students have faced in accessing Blackboard from remote sites. Students must go through Army Knowledge Online (AKO) to access the course; unfortunately, AKO has a time-out feature that is frustrating to students who are online taking the "S" Course. This problem is currently being assessed by AKO technicians for alleviation.

CHAPTER 4

ACADEMIC EVALUATION AND QUALITY CONTROL

Assessment and Evaluation

The U.S. Army Command and General Staff College (CGSC) uses the Accountable Instructional System (AIS), depicted in the figure below, to assess student learning. Five phases comprise the AIS:

- Analysis
- Design
- Development
- Implementation
- Evaluation

Accountable Instructional System (AIS) Overview

Identify the program, course, or lesson outcome (objectives), resources, and learning expectations.

Monitoring by internal and external entities.

Program Evaluation

Analyze

Post Instructional Conference

Academic Guidance

Implement   **Evaluate**   Design

Course Design Review

- *Instructor preparation*
- *Lesson Conduct (Departments)*
- *ILE Workshops (Faculty & Staff Development)*

Develop

Details products of Design phase, selects instructional methodologies, gathers references and supporting materials.

Program, Course, or lesson components identified, learning objectives and assessment plans produced.

Figure 4-1. The Accountable Instructional System (AIS)

Built into each lesson is a student assessment plan, which uses a variety of methods to assess student achievement, including--

- ✓ Graded assignments
- ✓ Written requirements
- ✓ Classroom participation

✓ Group assignments
✓ Exercise participation

The CGSC follows the Accountable Instructional System (AIS) in both the resident and non-resident Intermediate-Level Education (ILE) Common Core and Advanced Operations and Warfighting Course (AOWC). As part of the AIS process, the schools and their departments conduct a post-instructional conference (PIC) to review their respective program evaluation. The purpose of the PIC is to present the results of the program evaluation, recommend any changes, and incorporate guidance from intra-departmental reviews. For the Command and General Staff School (CGSS), a PIC occurs after the conclusion of a block of instruction in the Core and AOWC. During the PIC, a course author presents assessment results evaluating success at meeting learning outcomes for the course and presents what, if any, changes should be made for the following academic year. The author receives feedback from the Dean of Academics (DoA), the CGSS director, the teaching department directors, and other CGSC personnel involved in the course design, implementation, and evaluation. After the conclusion of the PIC, a Course Design Review (CDR) is scheduled and the Deputy Commandant provides guidance on the course implementation for the next academic year.

This process is the means by which the Common Core and AOWC maintain their currency and relevancy. The program evaluation and quality control come from outside CGSS in the form of the CGSC Quality Assurance Office (QAO), an organization under the DoA. The QAO conducts program evaluation of all CGSC courses and develops the Master Evaluation Plan (MEP), which outlines the necessary steps that schools and departments must take to attain a successful program evaluation.

The CGSC MEP describes the plans to evaluate academic programs for an Academic Year (AY). Each program evaluation focuses on the program's needs analysis, evidence of student learning, use of the Faculty Feedback and Development process, and the procedures for using student assessment data to provide a picture of program-level outcomes. Program evaluation of the "M" and "S" Courses is explained in the AY 07 schedule of evaluation.

The CGSC uses multiple means, both direct and indirect, to obtain information. Indirect tools include--

- Surveys
- Focus groups
- Classroom observations
- Site visits (to TASS Battalions)
- Distribution of student grades

Direct measures include--

- Student writing and briefing requirements
- Examinations
- Student portfolios
- Individual development plans
- Student in-class performance

A comprehensive program evaluation combines the analyzed data from these direct and indirect tools with information obtained externally from graduates, their supervisors, and stakeholders.

Within CGSC, the term "evaluation" means measuring and judging courses, programs, and systems. The purpose of evaluation is the improvement of educational programs resulting in the collective improvement of student learning. Program evaluation is defined as *the use of research procedures to systematically investigate the effectiveness of a program so that decisions can be made for the improvement of student learning.* Program evaluation is not a function separate from AIS. Step five of the AIS is summative evaluation, which is an in-depth evaluative review of each part of the course throughout each AIS phase.

In the AIS, evaluation is a continuous process that consists of data collection and analysis to determine effectiveness and value of a course, program, system, or infrastructure. Evaluations can be either formative or summative. Formative evaluation includes assessing the curricula, system, programs, and infrastructure during development and implementation. Summative evaluation occurs after the course or program has been implemented and students have been assessed. This is program evaluation.

Formative evaluation is ongoing throughout the AIS and involves making adjustments during the development process so the course or lesson can be improved. Summative evaluation results in a detailed program evaluation report of findings and recommendations that are useful to curriculum developers and instructors.

The CGSC conducts student, faculty, graduate, and graduate commander and supervisor surveys to obtain information regarding program effectiveness, quality of instruction, and assessments. The CGSC also conducts focus groups of students and faculty to obtain information on the quality of instruction, assessments, facilities, etc. Data from these focus groups is analyzed by the QAO and then provided to CGSC leadership as part of the program evaluation or as a report. The QAO conducts focus groups after completion of every major block of instruction or conclusion of a course. QAO personnel along with faculty supervisors and peers

also conduct classroom observations. The purpose of classroom observation is to allow instructors to receive feedback and assessment. Faculty also receive feedback from their students to gauge their effectiveness.

Non-Resident Program Evaluation Plans

Students have two non-resident modalities of instruction, using the Web-based Blackboard system as a presentation medium ("S" Course) and the "brick and mortar" classrooms of The Army School System (TASS) Battalions ("M" Course). The educational objective of the course is to prepare field-grade officers with a warrior ethos and warfighting focus for leadership positions in Army, joint, multinational, and interagency organizations executing full-spectrum operations.

Program evaluations focus on the following objectives:

➢ Determination if students have achieved the ILE educational objective and student outcomes.

➢ Evaluation of the delivery mode to determine if there are significant differences in the quality of the education and student learning when compared to the resident course.

➢ Determination if the use of Blackboard for students and instructors promotes or hinders their ILE education.

Program evaluation results in collecting and analyzing both direct and indirect measures of evaluation and assessment of student learning. Students, faculty, and supervisors of graduates complete surveys of this information on line. The formal evaluation begins with a review of the 2005 Process for Accreditation of Joint Education (PAJE) certification report of the "M" Course and the 2006 PAJE certification report of the "S" Course, and concludes with the publication of the ILE Common Core and AOWC program evaluations.

The collection of data used in evaluation comes from the CGSS Department of Distance Education (DDE) and the CGSC QAO. The QAO develops and administers the student surveys for each of the three phases of the ILE common core. The surveys convey student observations of meeting curriculum objectives and concerns with the presentation medium (Blackboard). The DDE assesses student learning through embedded test results and student writing assignments.

Student Assessment

Students must achieve passing scores to complete the ILE Common Core. A passing score is at least a 70 percent on examinations and a "C" or better on subjective requirements. Examinations and subjective requirements comprise a student's grade point average.

Students have at least two attempts in each requirement to pass unless the student fails the same requirement three times.

Objective Requirements. A student must score 70 percent or higher on each examination. If a student scores below the standard, then he or she must re-take the examination after studying the block of instruction.

1. "S" Course students retake the examination on-line.

2. The TASS instructors give additional education to "M" Course students and then re-test them on the material.

3. On a re-taken examination, a student may receive no higher than a 70 percent score.

4. If a student fails the second examination, he or she is in academic jeopardy. If the student passes the examination on the third attempt, then he or she will not be allowed to have a third attempt on a subsequent requirement. If a student fails the examination for the third time, then he or she is <u>permanently disenrolled</u> as an academic failure.

5. "M" Course instructors grade their students' examinations and input grades into Blackboard.

Subjective Requirements. These requirements are dispersed throughout the course.

1. "S" Course students submit their requirements to DDE for grading by adjunct faculty members and contract instructors. "M" Course faculty grade their students' requirements.

2. If a student does not achieve a "C" or higher grade on the first submission, then he or she receives a notice with the requirement and the grader's critique sheets. The student must then revise the previously submitted requirement and return the revision, along with the original graded paper and critique sheets, for re-grading. Whenever possible, the original grader receives the second submission. The highest grade for the second submission is a "C."

3. Students may request "re-evaluation" of subjective requirements. Students must provide a memorandum explaining the

reason for re-evaluation along with the requirement. Two adjunct faculty members will grade the paper. If there is a large discrepancy in the grades from the adjunct faculty members, then the course author will resolve the grade.

4. As with objective requirements, students have three attempts to achieve a "C" on their subjective requirements. If a student fails to achieve the standard, then he or she is declared an academic failure and is permanently disenrolled, at the discretion of the CGSC Commandant.

Remediation.

1. When an "S" Course student fails an examination, course authors are available for consultation. Students may contact a course author directly via Blackboard, email, or telephonically. In some instances, students may need the assistance of their counselors to contact a course author.

2. "M" Course instructors are available to assist their students. Instructors establish their policies for availability on an individual basis, and they inform their students of the policies.

Assessment Instruments. ILE instructors complete CGSC Form 1009C, Assessing Classroom Participation, and CGSC Form 1009W, Assessing Writing, on each student.

> ➢ A sample of CGSC Form 1009C is at Appendix K
> ➢ A sample of CGSC Form 1009W is at Appendix L

Criteria for Graduation from the "M" and "S" Courses.

1. No student will receive a diploma or Academic Evaluation Report (AER) unless he or she completes all requirements satisfactorily.

2. Students must complete all requirements within the allotted 18-month time period.

3. Students must meet APFT and height and weight requirements prior to graduation.

Evaluation of Student Writing Requirements

Based on a suggestion from the 2006 PAJE certification report, the CGSC Faculty and Staff Development Division of the Dean of Academics conducted a writing workshop to standardize the methodology in evaluating student writing requirements. The pilot workshop ran in December 2006 and was filmed for distribution to graders throughout the "M" Course TASS regions

and to faculty who grade writing requirements for students enrolled in the Web-based "S" Course.

The workshop is offered via the CGSC Web for "M" and "S" Course graders. For those who are unable to access the Web, compact discs (CDs) are available. Faculty members contact DDE to obtain copies of the CD.

Survey Instruments

The CGSC QAO conducts online surveys to measure effectiveness of the non-resident programs. Students access these surveys via the Web-based Blackboard system. The CGSC QAO ensures the confidentiality of responses and provides feedback to the DDE. This feedback is captured in a summative evaluation. The PAJE team will have copies of the summative evaluation to review during their non-resident accreditation visit. The survey instruments that pertain to the non-resident programs include--

  ➢ "M" Course survey for Phase I at Appendix M (AY 06-07)
  ➢ "M" Course survey for Phase II at Appendix N (AY 06-07)
  ➢ "M" Course survey for Phase III at Appendix O (AY 06-07)
  ➢ "S" Course survey for Phase I at Appendix P (AY 06-07)
  ➢ "S" Course survey for Phase II at Appendix Q (AY 06-07)
  ➢ "S" Course survey for Phase III at Appendix R (AY 06-07)

PAJE Suggestions from Certification Visits

In June 2005, a PAJE team certified the "M" Course and provided suggestions for improvement of the program. In May 2006, a similar event occurred for the "S" Course.

  ➢ A list of the PAJE suggestions and the actions taken by CGSC regarding the 2005 "M" Course certification is at Appendix S.

  ➢ A list of the PAJE suggestions and the actions taken by CGSC regarding the 2006 "S" Course certification is at Appendix T.

Strengths and Limitations of Academic Evaluation and Quality Control Systems

Strengths. The CGSC has used the evaluation and quality control system described in this chapter for some time. The addition of on-line surveys has improved the feedback from students, graduates, and the field. The establishment of a separate QAO has also improved the ability to gather program evaluation for use by CGSC to improve all its academic programs.

Limitations: The College must ensure better linkage of academic evaluation and program evaluation to the AIS process. The College is headed in that direction, but we are not there yet.

CHAPTER 5

STUDENT BODY

The student body comprising the "M" and "S" Courses is as diverse as the Army. Active (Year Group 1993 and prior) and Reserve Component (RC) officers may enroll in both options. Additionally, qualified civilians may also enroll, with permission from the Command and General Staff School (CGSS) Department of Distance Education (DDE).

Small group instruction (SGI) is the approved learning environment for the ILE Common Core and the Advanced Operations and Warfighting Course (AOWC) because it maximizes the varied backgrounds and experiences of students to achieve the desired group dynamics and the CGSC learning methodology.

Class Size

1. Common Core Phases 1 and 3—Active Duty for Training (ADT).

    a. The minimum class size for an ADT staff group is eight students. Waivers for class size are not accepted for ADT cycles.

    b. The maximum class size is 16. Brigades may not exceed the class size without an approval from CGSC.

2. Common Core Phase 2—Inactive Duty for Training (IDT).

    a. The recommended instructor-to-student ratio is 1:8. The maximum is 1:16 as outlined in TRADOC Regulation 350-70, *Systems Approach to Training Management, Processes, and Products.*

    b. The minimum class size for an ADT class is eight students or six students and two intern instructors.

    c. Any class size deviations require a waiver from the CGSS.

Student Body Composition (as of 2 July 2007)

The total non-resident ("M" and "S") enrollment is 4,756 students.

- Active Army 36%
- Army Reserve 33%
- National Guard 30%
- Air Force <1%
- Navy <1%
- Marines <1%

- Civilians <1%
- Int'l Officers <1%

The average time in service for the non-resident ILE students is 12-18 years and the average level of education is a bachelor's degree.

Student Demographics

"M" Course (as of 2 July 2007)

Grand total: 1,434 students

Categories	TASS Schools & Regions							
	3747	4960	A	B	C	D	F	G
# Students – Phase 1	1	0	1	43	6	0	0	2
# Students – Phase 2	13	41	25	43	209	31	64	29
# Students – Phase 3	34	14	54	207	88	169	218	142
Total number students	**48**	**55**	**80**	**293**	**303**	**200**	**282**	**173**

Categories	# Students Phase 1	# Students Phase 2	# Students Phase 3
Components:			
Active Army	23	212	536
Army Reserve	10	50	62
Army Nat'l Guard	20	193	327
Other Services	0	0	1
Int'l Officers	0	0	0
Civilians	0	0	0
Army Branches/FAs:			
AD Branch	0	10	12
AG Branch	1	10	28
AR Branch	3	19	41
AV Branch	1	23	33
CA Branch	2	27	36
CM Branch	2	8	15
EN Branch	3	53	85
FA Branch	3	27	84
FI Branch	0	4	7
IN Branch	8	28	73
MI Branch	3	29	49
MP Branch	3	21	41
OD Branch	4	30	42
QM Branch	4	23	61
SC Branch	5	24	49
SF Branch	0	4	10
TC Branch	2	28	65
FA 24	0	0	0
FA 30	0	1	2
FA 34	0	0	0

Categories	# Students Phase 1	# Students Phase 2	# Students Phase 3
FA 39	1	1	4
FA 40	0	0	2
FA 43	0	0	4
FA 45	0	1	1
FA 46	0	0	0
FA 48	0	0	1
FA 49	0	1	2
FA 50	0	1	1
FA 51	0	2	1
FA 52	0	0	0
FA 53	0	3	3
FA 57	0	0	0
FA 59	0	0	0
AN Branch	3	25	73
CH Branch	1	11	20
DC Branch	1	2	1
JA Branch	3	13	35
MC Branch	0	10	8
MS Branch	1	15	28
SP Branch	0	1	4
VC Branch	0	2	4
Other Services:			
USAF	0	0	0
USN	0	0	0
USMC	0	0	1
USCG	0	0	0
Military Ranks/Grades:			
Captains/O-3	2	11	24
Majors/O-4	48	428	879
Lt. Cols./O-5	2	17	21
Colonels/O-6	0	1	1
College Degrees:*			
Bachelors Degree	16	124	268
Masters Degree	11	70	169
Doctorate Degree	2	5	40

*(*based on e-mail respondents to request for degree information)*

"S" Course (as of 2 July 2007)

Grand total: 3,322 students

Categories	Curriculum Version		
	AY 03-04	AY 05-06	AY 06-07
# Students – Phase 1	1,599	858	165
# Students – Phase 2	374	207	13
# Students – Phase 3	57	49	0
Total number students	**2,030**	**1,114**	**178**

Categories	# Students
Components:	
Active Army	925
Army Reserve	1,425
Army Nat'l Guard	903
Other Services	34
Int'l Officers	5
Civilians	30
Army Branches/FAs:	
AD Branch	50
AG Branch	98
AR Branch	138
AV Branch	143
CA Branch	127
CM Branch	74
EN Branch	191
FA Branch	215
FI Branch	26
IN Branch	274
MI Branch	241
MP Branch	89
OD Branch	135
QM Branch	204
SC Branch	136
SF Branch	52
TC Branch	123
FA 24	9
FA 30	19
FA 34	17
FA 39	63
FA 40	10
FA 43	43
FA 45	21
FA 46	27
FA 48	32
FA 49	40
FA 50	12
FA 51	43
FA 52	7
FA 53	33
FA 57	12
FA 59	19
AN Branch	174
CH Branch	63
DC Branch	11
JA Branch	86
MC Branch	139
MS Branch	192

Categories	# Students
SP Branch	13
VC Branch	21
Other Services:	
USAF	26
USN	8
USMC	0
USCG	0
Military Ranks/Grades:	
Captains/O-3	150
Majors/O-4	2,976
Lt. Cols./O-5	156
Colonels/O-6	10
College Degrees:*	
Bachelors Degree	766
Masters Degree	600
Doctorate Degree	136

(*based on e-mail respondents to request for degree information)

Strengths and Limitations of the Student Body

"M" Course

Strengths. The main strength of the "M" Course is that the student body is increasing the combat and operational experience of its Reserve Component (RC) officers because of mobilizations and deployments.

Limitations. Ability of students to complete course is strained because of competing requirements of civilian job, Army requirements, family, etc. In addition, no students from the Sister Services attend the "M" Course as a rule. Therefore, the Army students do not get the joint perspective as told by their peers.

"S" Course

Strengths. This venue allows students who do not have the opportunity to attend the ILE Common Core in another venue to complete their professional military education at the intermediate level at their convenience. In addition, students who attended ILE but did not complete their AOWC portion now have the opportunity to do so. In addition, some Sister Service students have enrolled in the "S" Course. This is an advantage for all "S" Course students.

Limitations. Because of the increasing number of students taking the "S" Course, manpower resources are extremely critical. Further, having qualified faculty available to assist students is

also critical. The CGSC has that faculty; however, the college must ensure that the faculty will support the "S" Course.

The "S" Course students must ensure they interact with other students on-line in order to obtain a similar educational experience as their counterparts taking ILE in other venues. In this fashion, they have benefit of expertise outside their own area. To mitigate this circumstance, the curriculum may have to be developed that mandates student interaction to produce graded products.

CHAPTER 6

FACULTY

Non-Resident Faculty

The U.S. Army Command and General Staff College (CGSC) manages an extensive non-resident faculty with the assistance of the U.S. Army Training and Doctrine Command (TRADOC), U.S. Army Forces Command (FORSCOM), U.S. Army Reserve Component (USARC), U.S. Army Human Resources Command (HRC), and the National Guard Bureau (NGB). Under TRADOC Regulation (TR) 350-18, *The Army School System (TASS),* 3 April 2007, congressionally-mandated Title XI officers address quality assurance (QA) issues regarding instructor certification, curriculum presentation, and mandatory administration requirements.

Three categories of faculty are involved in educating the non-resident Intermediate Level Education (ILE) student population:

- **Reserve Component (RC) faculty ("M" Course).** The ILE faculty of The Army School System (TASS) battalions are U.S. Army Reserve officers. The TASS faculty are given "M" Course assignments through their Reserve Support Command. If qualifications meet the criteria, then the TASS unit issues a "by name" request with which the Reserve Support Command normally concurs. The CGSC is not involved in this personnel process. A list of "M" Course faculty and credentials is at Appendix U.

- **Adjunct faculty ("S" Course).** The purpose of the adjunct faculty program, managed by the Command and General Staff School (CGSS) Department of Distance Education (DDE), is to evaluate distance learning ("S" Course) students' written requirements. Each adjunct faculty member provides a grade and detailed written feedback on the paper's substance and the student's writing ability. Most adjunct faculty are members of the Individual Ready Reserve (IRR) or Individual Mobilization Augmentation (IMA) programs and receive compensation in the form of participation points at the rate of one-half point per student paper. A list of "S" Course adjunct faculty and credentials is at Appendix V.

- **Course authors (Resident Course).** Course authors in resident CGSS assist non-resident curriculum integrators in the Web-based "S" Course and non-resident faculty in the TASS battalion "M" Course. A list of resident course authors is at Figure 6-1 below.

Course	Dept.	Course POC	Commercial / DSN Phone	Email Addr
C400	TACTICS	Mr. Mike Jessup	913-684-4350 DSN 552-3398	mike.jessup
M-300B	LOGISTICS	Mr. Don Myer	913-684-3730 DSN 552-3730	don.myer
S-310A	TACTICS	LTC Markovetz LTC P Hernandez	Initial contact via E-Mail only	cgscs310s320
S-310A	LOGISTICS	Mr. D. Barba	913-684-3756 DSN 552-3756	dennis.barba
S-310B	TACTICS	See "TACTICS" above	See comment above	cgscs310s320
S-310B	LOGISTICS	Mr. D. Barba	913-684-3756 DSN 552-3756	dennis.barba
M/S-320A	TACTICS	See "TACTICS" above	See comment above	cgscs310s320
M/S-320A	LOGISTICS	Mr. D. Barba	913-684-3756 DSN 552-3756	dennis.barba
M/S-320B	TACTICS	See "TACTICS" above	See comment above	cgscs310s320
M/S-320B	LOGISTICS	Mr. D. Barba	913-684-3756 DSN 552-3756	dennis.barba
M/S-320C	TACTICS	See "TACTICS" above	See comment above	cgscs310s320
M/S-320C	LOGISTICS	Mr. D. Barba	913-684-3756 DSN 552-3756	dennis.barba
M/S-400	LOGISTICS	Mr. Greg Beck	913-684-2912 DSN 552-2912	greg.beck
M/S-410	LOGISTICS	Mr. Greg Beck	913-684-2912 DSN 552-2912	greg.beck
M/S-430	LOGISTICS	Mr. Greg Beck	913-684-2912 DSN 552-2912	greg.beck
M/S-500	JOINT & MULTINATIONAL	Mr. John Cary	913-684-3966 DSN 552-3966	john.cary
M/S-510	JOINT & MULTINATIONAL	Mr. John Cary	913-684-3966 DSN 552-3966	john.cary

Course	Dept.	Course POC	Commercial / DSN Phone	Email Addr
M/S-520	JOINT & MULTINATIONAL	Mr. Stuart Lyon	913-684-4250 DSN 552-4250	stuart.lyon
M/S-530	JOINT & MULTINATIONAL	Dr. Art Frame	913-684-3935 DSN 552-3935	arthur.frame
M/S-600	COMBAT STUDIES	Dr. Donald Wright	913-684-2139 DSN 552-2139	don.wright
M/S-610	COMBAT STUDIES	Dr. Donald Wright	913-684-2139 DSN 552-2139	don.wright
H100	HISTORY	Dr. John House	913-684-3982 DSN 552-3982	john.house
H200	HISTORY	Dr. Mark Gerges	913-684-4118 DSN 552-4118	mark.gerges
L100	LEADERSHIP	Mr. Billy Miller	913-758-3541 DSN 585-3541	billy.miller
		Mr. Carey Walker	913-758-3498 DSN 585-3498	carey.walker

Figure 6-1. Resident Course Authors

TASS Instructor Required Qualifications

ILE Common Core faculty teaching the "M" Course must meet the following prerequisites and qualifications. Additionally, Leader Development (LD) Brigade and Battalion Commanders must be legacy Command and General Staff Officer Course (CGSOC) or ILE graduates and meet the following additional requirements:

- ✓ Meet height, weight, and Army Physical Fitness Test (APFT) standards. APFT results must be current within six months.

- ✓ Be at least a major.

- ✓ Possess a bachelor's degree from an accredited college or university.

- ✓ Have completed Faculty Development Program (FDP) Phases 1 and 2. Faculty must complete Phase 1 by attending the CGSC Faculty Development Phase 1 course. FDP 2 is course-specific instruction.

Adjunct Faculty Qualifications

The following are the qualifications necessary to become a member of the non-resident adjunct faculty:

- ✓ Be at least a lieutenant colonel. Highly qualified majors are considered if the student population and written requirements justify the needs.

- ✓ Be a graduate of CGSOC or ILE, as noted above.

- ✓ Possess a master's degree from an accredited college or university.

- ✓ Have any of the following: published, joint military experience, or a recent operational assignment.

Awards

A Certificate of Achievement (CGSC Form 1014) is awarded to outstanding TASS battalion commanders, CGSC Title XI officers, faculty, and staff nominated by the LD Brigade Commander. Eligibility requirements are as follows:

- ✓ Completed FDP 1. This requirement is waived only for an outstanding staff member.

- ✓ Assigned or attached to a TASS Battalion of a Leader Development (LD) Brigade.

- ✓ Taught a minimum of two years in an outstanding manner. Non-instructors must have performed in an outstanding manner in the position they hold.

Adjunct faculty members are also eligible to receive a Certificate of Achievement (CGSC Form 1014) upon retirement. Items considered for the award include the following:

- ✓ Grading profile.

- ✓ Amount of constructive feedback given.

- ✓ Amount of valid student requests of re-evaluation of the adjunct faculty member's assigned grade.

- ✓ Review of adjunct faculty member's file by the course author.

On-Site Faculty

To accomplish the mission of developing leaders prepared to execute full-spectrum joint, interagency, and multinational operations through non-traditional means, DDE has a small on-site faculty to manage the non-resident programs. A list of on-site faculty members is at Figure 6-2 below.

Name	Rank	Service	Faculty Category	Highest Degree	College Attended	Highest Mil. Ed.
Powers, Monty (dept. head)	COL	USA	Exec.	MPA	Troy State University	SSC
Turner, Michael (dept. deputy)	GS-12	DAC-5	Exec.	MS	Emporia State University	CSC
Cowherd, Larry	Contr.	Civ.	CD/I	MBA	Touro University International	CSC
Simpson, Bruce	Contr.	Civ.	CD/I	MBA	Pacific Lutheran University	CSC
Weston, Dawn	GS-11	DAC-5	CD/I	MEA	Benedictine College	CSC
Note: This list contains only personnel considered as faculty; staff members are not listed. (For accreditation purposes, faculty positions include executive faculty, teachers, curriculum developers and integrators, and researchers.)						

Figure 6-2. On-Site Non-Resident Faculty

Faculty Development

The Faculty and Staff Development (FSD) Office of the Dean of Academics (DoA) is the proponent for staff and faculty development and instructor qualification programs for CGSC. The FSD conducts two of the four phases (phases 1 and 3) of faculty development and provides oversight for the other two phases (phases 2 and 4) of the program. In addition, FSD provides advice and assistance to CGSC schools and departments on faculty development programs. The non-resident instruction certification and qualification process conforms closely to the resident process, with non-resident faculty attending the same faculty development sessions as resident faculty. Non-resident faculty must complete faculty development phases one and two prior to teaching the ILE Common Core. The programs that comprise Faculty Development are as follows.

- **Faculty Development Phase 1 (FDP1).** The CGSC Faculty and Staff Development (FSD) Office teaches FDP1. The FSD educators and CGSC adjunct faculty facilitate the course, which is based on the Adult Learning Theory, the Experiential Learning Model (ELM), Learning Styles Inventories (LSI), and studies in communication and creativity. In FDP1, non-resident ILE faculty have the opportunity to experience and practice discovering and assessing more effective means to enhance learning.

- **Faculty Development Phase 2 (FDP2).** The FDP2 is content-specific instruction, which includes foundational workshops

and department lesson implementation workshops. Attendance
in FDP2 may be recurring, based on curriculum changes. All
faculty must complete a six-month internship prior to being
certified to teach. The TASS battalions schedule the
required three observed 50-minute teaching blocks with
formal feedback. The TASS battalion commanders ultimately
are responsible for ensuring that all "M" Course faculty
meet the certification requirements before assigning any
instructor duties.

TASS battalion commanders have the flexibility to
tailor an internship program for "M" Course faculty using a
variety of options:

- ✓ Completion of an ILE Common Core subject matter
  expert (SME) train-up session.

- ✓ Participation by non-resident faculty in resident
  FDP2 internship programs.

- ✓ If the above options are not available, then the
  instructor may complete the "S" Course for the
  lessons he or she will be teaching. The instructor
  must receive at least an 80 percent passing score.

- ✓ Combination of any or all of the above options.

- **Faculty Development Phase 3 (FDP3).** The FDP3 is the lesson
  and course author course. Attendees write a selected
  course or lesson using steps identified in the five phases
  of the Accountable Instructional System (AIS): analysis,
  design, development, implementation, and evaluation. The
  AIS meets the TRADOC requirement for completion of the
  Systems Approach to Training (SAT). The FSD conducts FDP3
  using a senior educator as the facilitator. Participants
  must complete FDP1 prior to enrolling in FDP3. Lesson and
  course authors use the knowledge gained in FDP-1 to develop
  courses and lessons to achieve optimum student learning in
  an adult learning environment. Because the "M" Course uses
  the resident curriculum, FDP3 is not required for "M"
  Course faculty.

- **Faculty Development Phase 4 (FDP4).** The FDP4 emphasizes
  continuing and current professional development for the
  faculty. FDP4 supports faculty currency and provides a
  forum for faculty to engage in professional discussions
  through a diverse and full menu of topics.

TASS Battalion commanders are responsible for ensuring that
faculty meet all basic instructor certification requirements
before assigning faculty duties. They also provide FDP4

opportunities for their faculty. A graphic depiction of CGSC's
Faculty Development Program appears below.

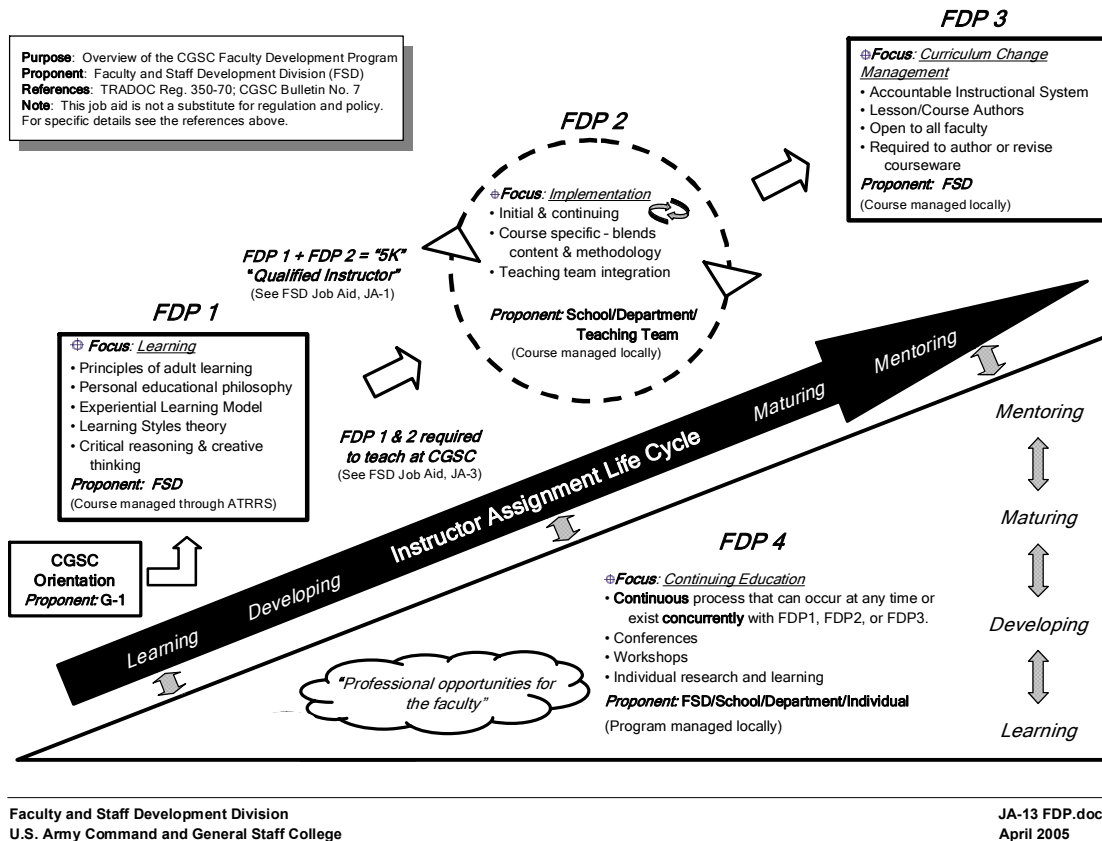## CGSC Faculty Development Job Aid

Purpose: Overview of the CGSC Faculty Development Program
Proponent: Faculty and Staff Development Division (FSD)
References: TRADOC Reg. 350-70; CGSC Bulletin No. 7
Note: This job aid is not a substitute for regulation and policy.
For specific details see the references above.

FDP 3
⊕**Focus**: _Curriculum Change Management_
• Accountable Instructional System
• Lesson/Course Authors
• Open to all faculty
• Required to author or revise courseware
Proponent: FSD
(Course managed locally)

FDP 2
⊕**Focus**: _Implementation_
• Initial & continuing
• Course specific - blends content & methodology
• Teaching team integration
Proponent: School/Department/ Teaching Team
(Course managed locally)

FDP 1 + FDP 2 = "5K"
"Qualified Instructor"
(See FSD Job Aid, JA-1)

FDP 1
⊕ **Focus**: _Learning_
• Principles of adult learning
• Personal educational philosophy
• Experiential Learning Model
• Learning Styles theory
• Critical reasoning & creative thinking
Proponent: FSD
(Course managed through ATRRS)

FDP 1 & 2 required to teach at CGSC
(See FSD Job Aid, JA-3)

CGSC Orientation
Proponent: G-1

Instructor Assignment Life Cycle

Learning Developing Maturing Mentoring

Mentoring

Maturing

Developing

Learning

FDP 4
⊕**Focus**: _Continuing Education_
• **Continuous** process that can occur at any time or exist **concurrently** with FDP1, FDP2, or FDP3.
• Conferences
• Workshops
• Individual research and learning
Proponent: FSD/School/Department/Individual
(Program managed locally)

"Professional opportunities for the faculty"

Faculty and Staff Development Division
U.S. Army Command and General Staff College

JA-13 FDP.doc
April 2005

Figure 6-3. CGSC Faculty Development Program

"S" Course Adjunct Faculty Writing Workshop

       Based on a Process for Accreditation of Joint Education
(PAJE) visit from 15-18 May 2006, Joint Staff J-7, in its _Report
of Certification of the US Army Command and General Staff College
"S" Course_, suggested that CGSC "… consider developing a
certification program for graders specifically addressing
evaluation of writing assignments." To this end, FSD developed a
program, described below, that fulfills the suggestion.

       Instructors who are new to grading papers and reservists
who only grade papers (not instruct) have an opportunity to
continue their professional development via a Blackboard tutorial
for instructors/graders. The tutorial guides those who assess
student papers through the process by using CGSC Form 1009w (the
College's writing assessment rubric) and a sample paper.
Following along with the speaker, who is a member of FSD,
instructors/graders review the key components of an essay. In
addition to providing students with an assessment of the content

of the essay, these instructors/graders are then better able to coach students in how to improve the overall quality of their essay with an improved structure. While, clearly, a paper can offer instructors/graders a good insight into what the student understands about the topic of the paper, the College looks to writing as another way for students to exercise their critical thinking skills. Students must organize their thoughts, determine the significance and relevance of a particular topic, and present their information in a clear, precise, and logical manner with the appropriate level of depth and breadth. The tutorial reviews these concepts and provides instructor/graders with a deeper understanding of essay structure and the College standard (as outlined in the rubric) so that they are better able to coach students in writing improvement.

Faculty Strengths and Limitations

Strengths.

1. Non-resident faculty are dedicated professionals who take their role as teachers and mentors seriously. Without their commitment to excellence, the non-resident program — "M" and "S" Courses — would not be a successful one. The non-resident faculty have seen their role increasing as the Army strives to educate its intermediate-level officers.

2. Counselors also are seeing their role increasing as they provide assistance to both "M" and "S" Course faculty and students. With the number of students increasing in the non-resident program, counselor assistance is invaluable to faculty and students alike. The counselors are a team of professional and dedicated personnel who provide first-rate services for the non-resident program.

Limitations. As stated in "Strengths" above, the non-resident program is increasing in student numbers because of the non-availability of officers to attend the resident and satellite campus programs. As a result, DDE is not currently staffed to handle the increase and needs additional counselors and instructors. In 2007, TRADOC validated additional staff and faculty requirements for DDE; but, the earliest they may be available is in FY10, and additional staff work is necessary before CGSC receives final approval for the personnel increase.

CHAPTER 7

INSTRUCTIONAL CLIMATE

The faculty is the center of gravity at the U.S. Army Command and General Staff College (CGSC). As such, faculty members are given the latitude to teach classes in an environment of openness and mutuality of respect. The faculty consists of both resident and non-resident instructors and resident curriculum developers and researchers. Non-resident faculty consists of those instructors who teach in The Army School System (TASS) (the "M" Course) and facilitate the Web-based curriculum (the "S" Course).

CGSC Academic Ethics

Professional ethics is of paramount importance to CGSC. It is imperative that work presented by students, staff, and faculty as their own will, in fact, be their own. To do otherwise would result in unfair advantage and is inconsistent with accepted and expected professional ethics and integrity. Academic ethics is defined as the *application of ethical principles in an academic environment, giving and receiving only authorized assistance, and conducting legitimate research and properly attributing credit to sources of information* (CGSC Bulletin 20, *Academic Ethics,* 1 Nov 05).

CGSC Non-attribution Policy

The CGSC encourages a healthy exchange of ideas among faculty and students. One important infusion of ideas into the curriculum is the guest speaker program. The CGSC prides itself in having a viable list of guest speakers each year who lend valuable insight into important issues of interest. To that end, CGSC has a Non-attribution Policy that applies to staff, faculty, and students and concerns all guest speakers and lecturers at the College.

Nothing guest speakers say while visiting the College will be attributed to them personally, either directly or indirectly, by any person. The name of a former speaker will not be used when asking questions of developing discussions with a later speaker. Views of an earlier speaker, whether in agreement with or opposed to those of a later speaker will not be attributed to the former speaker by name, position, or title. This policy covers unclassified as well as classified information. Nothing a speaker says will be attributed to him or her in discussion with any news media, public forum, or in any other way. If the news media is present during the guest speaker presentation, the non-attribution policy must be rescinded. Unless otherwise directed,

all guest speaker presentation are for non-attribution, and the policy applies (CGSC Bulletin 20, *Academic Ethics,* 1 Nov 05).

If the guest speaker permits, CGSC videotapes the presentation and makes it available on Blackboard for non-resident students.

Reporting Violations of Academic Ethics in Non-Resident Instruction

Adjunct faculty and students enrolled in the "S" Course report suspected violations of academic ethics to the Command and General Staff School (CGSS) Department of Distance Education (DDE). The DDE determines if a reported violation is valid and, if so, initiates an investigation.

If a suspected violation occurs in the "M" Course, students report the violation to their instructors or staff leaders; faculty members report violations to the battalion commander. If warranted, the battalion commander conducts a preliminary inquiry; if the violation appears valid, then the battalion commander requests that the brigade commander appoint an officer to conduct an investigation of the suspected violation. Upon completion of the investigation, the brigade commander forwards the recommendation through the Division Institutional Training Commander to the CGSC Deputy Commandant.

CGSC Bulletin 12, *Command and General Staff College (CGSC) Academic, Academic Misconduct, and Graduation Boards and Student Dismissal/Release Procedures,* 1 Nov 05; and, CGSC Bulletin 20, *Academic Ethics,* 1 Nov 05, contain further information on violations of academic ethics and procedures for CGSC staff, faculty, and students.

CGSC Staff and Faculty Council

The CGSC Staff and Faculty Council serves as an advisory body to the College leadership consisting of faculty and staff members who meet regularly and represent views of their colleagues in their departments or organizations. The Council also serves as an independent forum for voicing staff and faculty opinions and ideas on policy, administration, curriculum content, teaching methods, evaluation, faculty selection and development, and other subjects of concern to the staff and faculty.

In meeting its responsibilities, the Council conveys the views of leadership to its constituents. In those efforts, the Council may initiate discussion, undertake studies on specific topics, or work with the Dean of Academics' Functional Committees on issues of importance to CGSC. The Council's communication channel to the Deputy Commandant and Commandant is through the CGSC Dean of Academics.

The Council consists of representatives from all CGSC schools and directorates. The DDE represents the TASS and Web-based faculty, and the CGSS represents the Satellite Campus faculty. The Army Management Staff College (AMSC) is also represented.

The Council meets monthly and in special session when necessary, as called by the Council Chair. CGSC Bulletin 25 covers the Staff and Faculty Council.

Golden Pen Awards

The CGSC established the Golden Pen Award (GPA) program to recognize personnel assigned to the College for their writing contributions that, based on the board's peer review, enhance the College's mission and academic reputation. There are three levels of awards:

- ✓ Gold: Book or book-length series of articles

- ✓ Silver: Articles and/or chapter of a book in a publication

- ✓ Bronze: Significant book review, op-ed piece, and or letter to the editor; a body of work consisting of a combination of several similar publications

Review boards meet twice per academic year and recommend nominees to the Deputy Commandant for approval.

Learning Methodology

The CGSC prescribes to the Experiential Learning Model (ELM) for teaching adults. The ELM is comprised of five elements: Concrete Experience, Publish and Process, Generate New Information, Develop, and Apply. The ELM requires instructors to allow students to be responsible for their own learning. All instructors, whether resident or non-resident, teach classes using the ELM instruction method. Students use the web-based "Blackboard" system in conjunction with both resident and non-resident instruction.

- **"M" Course Methodology.** In the TASS Battalions, faculty use the same methodology as in the resident course. The lesson plans used are the same as in the resident course and are based on the Experiential Learning Model. This instructional direction makes the teaching methodology primarily student-centered. By experiencing both the affective and cognitive domains, students take responsibility for their learning and are active participants.

- **"S" Course Methodology.** The ILE Core Curriculum is available on the Web. Although students work at their own pace on the course modules, resident faculty are available in a reach-back capacity. In addition, resident and non-resident faculty members grade student writing requirements and provide feedback.

JPME Standard of Joint Awareness and Joint Perspectives

Although there are few, if any, joint students and faculty in the "M" Course, steps are taken to ensure that students do get the experience of joint awareness and perspectives as they take the ILE Core Curriculum. The CGSC provides video of Sister Service faculty teaching a class on their Service perspectives. The CGSC Sister Service curriculum developers have written the lessons on their Service responsibilities. These curriculum developers are available to answer questions from "M" Course faculty. The same holds true for the "S" Course. Since the Sister Services develop the lessons for the Web-based course, they provide a Service perspective and awareness for students taking the ILE Common Core. The reach-back capability provides answers to questions from CGSC resident faculty, which include members of the Sister Service Elements and Title 10 faculty who are retired from the Sister Services.

Students complete surveys which ask specific questions on joint awareness and joint perspectives to ascertain the effectiveness of the curriculum and the reach-back capability. Based on the responses, the DDE adjusts accordingly.

Instructional Climate Strengths and Limitations

Strengths. The non-attribution policy allows for the free exchange of ideas among faculty and students. This policy has proven beneficial to the learning process in both resident and non-resident programs. Since critical thinking is an important leader competency that students must master, this exchange is critical to developing that much-needed skill. Further, because in the "M" Course especially, both students and faculty have returned from assignments in the operational Army, they have much to gain from each other. Non-attribution, therefore, fosters lively debate and discussion in an environment that is non-threatening and conducive to learning.

Limitations. The non-resident program does not have the benefit of guest speakers, other than viewing them on tape or streaming video. Therefore, the exchange between speaker and students is not available. Non-resident students and faculty are not afforded the opportunity to exchange debate with guest speakers at this time.

CHAPTER 8

ACADEMIC SUPPORT

U.S. Army Command and General Staff College (CGSC) Institutional Resources

Institutional resources consisting of the Combined Arms Research Library (CARL), instructional material delivery, and distance enrollment and registration combine to ensure that CGSC delivers quality education to its non-resident students. Wherever and as much as possible, The Army School System (TASS) Battalions replicate for its "M" Course students the same classroom capabilities as those in provided for resident course students.

Combined Arms Research Library (CARL)

Non-resident students are strongly encouraged to use the CARL. The CARL is the research center for CGSC and the U.S. Army Combined Arms Center (CAC). Also, the Library serves other TRADOC installations as well as military scholars and researchers throughout the United States and overseas. The CARL is foremost for the study of land warfare at the tactical and operational levels.

Non-resident students contact CARL for research assistance. The CARL's World-Wide-Web home page (http://carl.army.mil) provides a substantial list of specialized Internet resources and a contact point for requesting reference librarian help, either by phone or email. The "Ask a Librarian" feature on the CARL Home Page is a useful tool in requesting assistance on a particular topic or for answering questions. Reference librarians can respond by telephone or by email, and can deliver bibliographies, photocopies, electronic documents, and other materials to non-resident researchers. Non-resident students may borrow most library materials via inter-library loan.

The CARL is a member of the Military Education Coordination Council (MECC) Library Working Group. In fact, Mr. Edwin Burgess, CARL Director, as CGSC's working group member, helped to develop one of the common educational standards that supports Joint Professional Military Education (JPME), Standard 7, *Provide Institutional Resources to Support the Educational Process*.

CARL Collections

The CARL book collection consists of approximately 250,000 volumes concentrating on military science, history, politics, area studies, and leadership. Access to the book collection is

through HORIZON, the online public access catalog, which offers students the ability to search by author, title, subject, and keyword. The catalog may be accessed from outside the library via the Internet at:

http://comarms.ipac.dynixasp.com/ipac20/ipac.jsp?profile=carlcgsc

     The CARL document collection, consisting of approximately 50,000 technical reports, after action reports, and historical materials, covers all aspects of military science, including leadership, intelligence, weapons, equipment, training, operations, tactics, and doctrine. The CARL maintains a complete collection of Command and General Staff School (CGSS) Masters of Military Arts and Sciences (MMAS) theses and School of Advanced Military Studies (SAMS) monographs available online back to 1995 thru our digital library at:

     http://cgsc.leavenworth.army.mil/carl/contentdm/home.htm

An extensive collection of military publications, (e.g., Army regulations, field manuals, DA pamphlets, training manuals, joint pubs), and other administrative, technical, and training publications, both current and obsolete, is also available.

     The CARL Special Collections and Archives section holds a complete collection of CGSC instructional materials dating from 1882, tapes of guest speakers, and other College materials. Materials recording Fort Leavenworth's institutional life from 1970 to the present are available for use. Other materials available include VII Corps operational documents from Desert Storm, and materials from Somalia and other contingency operations. The Rare Books Room holds rare and valuable military books dating from the 17th Century.

CARL Database Access

     Through several commercial vendors, the Library has on-line access to over 20 commercial databases, which contain full text publications, citations and abstracts for articles from some 18,000 periodicals; including over 50 full text national newspapers; the complete text of most English language wire services; and, extensive Congressional information. These online databases are invaluable research assets that greatly increase access to information. Reference librarians assist non-resident students, or can perform searches for students, as appropriate. Students can obtain the materials cited above from the CARL collection or from other libraries through the interlibrary loan network. For remote access to our databases please log-in to Blackboard and then go to the Combined Arms Research Library Tab. Once you are at our Blackboard home page select the link to our databases.

The CARL is closely connected with the Center for Army Lessons Learned (CALL), which captures historical source documents from Army operations, digitizes them, and makes them available to CGSC students and qualified researchers. Students may search out and print operations orders, fire plans, lessons learned, and other documents produced in post-Vietnam contingency operations such as Desert Storm, Somalia, Rwanda, Hurricane Andrew, the Loma Prieta earthquake, Haiti, Bosnia, and many other operations. This database continually expands as new operations and areas of military concern open.

The library has six major military databases: Janes Online Defense, the Joint Electronic Library (JEL), the Military Periscope (USNI), the Air University Index to Military Publications (AULIMP), the Military and Government Collection (Ebsco), and the Proquest Military Module. Janes Online provides us with their Intelligence Review, Sentinel country studies, the Islamic Affairs analyst, and the World Insurgency and Terrorism database. JEL online (www:dtic.mil/doctrine/jel/index.html) provides the full text of selected doctrinal publications from all services. The Military Periscope is a commercial fee-based database systems offering daily news updates, unclassified international orders of battle, and major weapons systems descriptions. AULIMP, a paper index going back to 1946, selectively indexes and abstracts military magazines, and the EBSCO and Proquest databases offer full-text articles from many military and defense related publications. Students contact reference librarians for assistance in using these tools.

CARL Periodicals

The Library subscribes to more than 600 magazines and newspapers in print. Back files of many more periodicals are available in either paper copy or microfilm.

CGSC Book Store

The CGSC Book Store, managed by the Army and Air Force Exchange Service (AAFES), is located in the basement of the Lewis and Clark Center. A wide variety of merchandise and services is available through this support facility. Students can purchase items from an extensive array of hardbound and paperback books, school supplies, calculators, stationery, greeting cards, and software. Non-resident students may order books from the bookstore. In addition, non-resident faculty attending Faculty Development Phase 1 (FDP1) may purchase and order materials from the bookstore.

Educational/Instructional Technology

The Lifelong Learning Center (LLC) for CGSC supports the "M" and "S" Courses with three web-based computer application systems. Each system provides specific user functionality that contributes to the overall LLC support. An explanation of these systems follows.

1. **Blackboard Academic Suite (Bb).** Blackboard is the content delivery system by which the approved courseware and ADL curriculum are made accessible to instructors and students over the Internet. The Bb system provides a secure access point to this instructional material using Army Knowledge Online (AKO) authentication. The Bb system is an e-Learning system with a grade-book, a certified SCORM player for viewing ADL courseware, and a suite of e-learning tools. The CGSC-LLC uses add-on software to Blackboard, called Learning Objects, which provides enhanced search and calendar functions. Blackboard works very well with courseware display and speedy course modifications. When trained, instructors are able to provide top rate courseware for student viewing with little intervention by an administrator. This is a particularly useful innovation given that it can be performed from remote locations like home and TDY. The Bb system is used exclusively to deliver the "M" and "S" Courses, aside from atypical situations involving bandwidth availability. Even in atypical situations, assessment completion via Blackboard is the preferred method.

2. **Adobe Connect (AC).** The Adobe Connect system, formerly known as "Breeze (BZ)," provides the capability to conduct desktop Video Teleconferences in a synchronous collaborative environment for virtual group meetings. The AC system is a valuable staff coordination and planning tool, which is used to link geographically separated personnel into virtual meeting sessions where they can share documents, audio, and video. The AC system provides LLC Technical Support personnel an excellent tool for troubleshooting. The LLC technicians can bring users into virtual rooms where they can see and control the users' systems. The staff has the capability to use the benefits of Adobe Connect in their operations with the "M" and "S" Courses.

3. **Microsoft Windows SharePoint Services.** The SharePoint system currently does not have the ability for users to login using AKO usernames and passwords; it is domain authenticated. Consequently, the system is not accessible to the majority of "M" Course and "S" Course users, except those who possess NANW (Leavenworth) domain accounts. However, CGSC is currently working with Army AKO and TRADOC CIO/G6 staffs to attain AKO authentication for SharePoint. When this secure login capability is available, "M" Course and "S" Course faculty and students will enjoy the benefits of the SharePoint system, described below.

The web-based SharePoint system provides an array of customizable administrative tools used to manage, share, and collaborate on data. Its construction mirrors the organizational structure of the College to provide a common data repository for staff, faculty, and student use. The system's strength lies in its document libraries, custom lists, and document collaboration capability. As a close partner to Blackboard, SharePoint has an extremely powerful way to display class calendars, with "hyper-links" back to Blackboard, as well as an interface "sharing link" into the instructor's Outlook Calendar module. Blackboard calendars can not do this. SharePoint also provides a "shared drive" capability for archiving student documents as well as course documents. These shared locations can be "mapped" onto a desktop and provide a critical storage area and collaborative capability for students. Blackboard does not have an equivalent capability. SharePoint also contains a powerful but simple "survey" capability that some student groups have used for several important class projects. Blackboard does not have a comparable capability.

The SharePoint system currently is being used to support many data management needs in CGSC:

➢ Development of all ILE courseware for posting to Bb.

➢ All CGSC Operations Division (G3) data management of the Operations, Visitor Control, Security, Facility Management/Scheduling, and Taskings offices.

➢ CGSC Personnel Office (G1) data management of all reports and personnel tracking are being developed.

➢ Administrative information at the class-level.

➢ Dashboards for executives, departments, and staff sections that use roll-up charts of lists and event calendars to display information pertinent to the end-users' desired functionality. For example, the Chief of Staff's Dashboard provides information customized to his needs from the staff sections he manages.

➢ Navigation and Search Tools.

➢ Dashboard Templates:

▪ Executive Updates ("Executive Dashboard")
▪ Academic Departments
▪ Staff Section

Instructional Material

The CGSC develops instructional material for the non-resident "M" Course. As allowed by TRADOC Regulation 350-70, *Systems Approach to Training*, CGSC releases material prepared for the "M" Course to the TASS battalions for student distribution.

TASS battalion personnel always need to be cognizant of copyright infringement. Copyright infringement applies to staff and faculty, as well as to students. Copyright permission is purchased based on the number of copies reproduced. Course authors are responsible for acquiring copyrights, taking DDE requirements into consideration.

If the TASS battalions require printed material, then they are responsible for reproducing, warehousing, and distributing the course proponents' material found on a CD or located on the World Wide Web. All instructional materials are provided to TASS battalions on Blackboard.

The Command and General Staff College Non-Resident Catalog (CGSC Circular 350-3) is on the DDE Home Page. The non-resident ILC programs of instruction (POIs) are currently being staffed at TRADOC as of June 2007. TASS battalions are responsible for requisitioning, via electronic ordering, all maps used in the "M" Course.

Instructor issue material contains not only material specifically intended for instructors, but everything students receive, as well. All material of this nature is accessible via Blackboard. Also, assessment requirements (for classroom participation, essay, and future assessments) are available thru Blackboard. Additional information on "M" Course support requirements is in the CGSC Non-Resident Catalog, *CGSC Circular 350-3*.

Enrollment and Registration

The non-resident ILE-Common Core "S" course is a Web-based course. Students have 18 months to complete the course. The course is composed of three phases, which must be completed sequentially. Students enroll in the "S" course via an application acquired via the DDE website. Students are assigned a counselor, who assists them throughout the duration of the course.

- Students may use the electronic application on the DDE home page at "https://cgsc2.leavenworth.army.mil/SADL."

- Students may mail a paper application to:

  U.S. Army Command and General Staff College
  Command and General Staff School
  Department of Distance Education (DDE)
  280 Gibbon Avenue
  Fort Leavenworth, KS 66027-2314
  (Or fax application to 913-758-3402/3403)

The DDE Education Technician receives applications from prospective students. When counselors have verified that a student is eligible to enroll, they send an email to the student with instructions on how to enroll using CGSC's Blackboard Learning System.

- The student enrolls as a user in the Blackboard system, per the instructions from the counselor.

- The student emails the counselor informing him or her that the student has enrolled in the Blackboard system.

- The counselor logs on to the Blackboard system to configure the student's access to the course.

- The counselor emails the student to inform him or her that access to the course is set up and that he or she can start at any time.

Student Support

Students obtain administrative assistance by calling the Department of Distance Education. Students contact a representative that handles student requests for assistance based on the first letter of the student's last name. A list of "S" Course academic counselors is at Figure 8-1 below.

1st Letter(s) of Student's Last Name	Telephone COM 913-758-XXXX DSN 585-XXXX	AKO User Name
A – CK	3368	christopher.murphy
CL – GL	3404	rose.klotz
GM – KQ	3356	janice.k.thompson
KR – NZ	3380	anita.ehbauer

O – SM	3388	diane.mccaully
SN – Z	3390	rebecca.ann.rogan

Figure 8-1. Academic Counselors

Also, curriculum integrators are available to provide assistance.

- Ms. Dawn Weston, 913-758-3357
- Mr. Larry Cowherd, 913-758-3369
- Mr. Bruce Simpson, 913-758-3399

Physical Resources

Each TASS Battalion coordinates with local military and/or civilian agencies for classroom support, which includes a classroom, computer and internet access, and audio/visual support. The 84th Training Command supports each TASS Battalion in ensuring appropriate classroom support.

Financial Resources

The Army, CAC, and CGSC all provide funding to meet requirements in support of the non-resident ILE programs. Requirements include courseware development and sustainment, staff and faculty training, and material support. The Reserve Component (Army Reserve and National Guard) funds instructors training and TASS-related costs which includes TDY costs and facilities management.

Academic Support Strengths and Limitations

Strengths.

1. The CARL is committed to providing assistance to non-resident students and faculty. The CARL Home Page is user-friendly and contains a wealth of information. The search engine is extensive. One of the most useful initiatives has been the "Ask-A-Librarian" initiative. In most cases, requested information is returned to the requester in a timely fashion. The CARL staff are knowledgeable and friendly, a plus to the non-resident user who is not available to visit the library in person.

2. Blackboard is a good method for housing and delivery of the ILE-CC curriculum. All students and faculty, both resident and non-resident, use Blackboard to access the curriculum.

Limitations. Although Blackboard is a useful method of accessing the ILE curriculum, students — "S" Course in particular — must access Blackboard through the use of Army Knowledge Online (AKO) authentication. Unfortunately, that system has a time-out function that automatically logs the student out of the lesson after a certain time. CGSC is working with technicians at AKO to solve that problem, since the majority of complaints are on this particular feature of AKO. Until a better solution is found, "S" course students are advised to keep open an additional, separate AKO window.